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ABSTRACT

The focus of the urban sociology teaching guide for grade 12 is on the effect of urbanization upon four of the major social institutions: familial, governmental, economic, and educational. An overall educational objective is to prepare students for developing rational solutions to problems confronting urban society. Objectives are stated in behavioral terms for each of the five units. Through enumeration of content, suggested activities, and resource material, the guide recommends a proven roadway to reach the objectives. The course emphasis is on people and the effects of social institutions upon them. While urban problems in general are considered, problems of Wilmington are highlighted in order to involve students in specific local issues that affect them. Unit I introduces the student to the nature of sociology, especially of urban areas; Unit II studies the family in an urban setting; Unit III examines broad problems on any urban government in meeting the needs of dwellers; Unit IV analyzes urban economic institutions; Unit V examines the functions of the educational institution. The teacher is urged to make use of community resources, local newspapers, television programs, and public meetings. (SJM)

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Urban Sociology

Curriculum Bulletin
WILMINGTON PUBLIC SCHOOLS
Wilmington, Delaware

URBAN SOCIOLOGY

CURRICULUM BULLETIN

Grade 12

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DIVISION OF EDUCATIONAL PROGRAMS

SOCIAL STUDIES DEPARTMENT

Wilmington Public Schools
Wilmington, Delaware

1971

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WILMINGTON, DELAWARE

1971

U R B A N S O C I O L O G Y

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FOREWORD

This guide can be regarded as a road map for our social studies teachers. As a road map, it defines the objectives we are aiming to reach. These objectives are stated in behavioral terms in order to enable the teacher, the learner, and our community to know clearly what the expectations are as a result of the learning activity. In addition, this guide or map spells out the evaluation of student performance that should be achieved, and as such we will know if we have reached our destination or objective.

This teacher's guide, through its enumeration of Content, Suggested Activities and Resource Material, recommends a proven roadway to reach the objectives. This in no way suggests that it is the only route by which the objective can be reached. The creative and understanding professional teacher knows the objectives of the map, has significant knowledge of the maze of highways and byways, i.e., content, activities and resources, knows the capacities and interests of the exploring teachers and students and will recognize when the destination is reached. In other words, if one has a compass needle that is sensitive to the direction of the objective, we need not quarrel very vigorously over the particular content and activities through which he goes to reach the set of objectives.

Finally, the curriculum is a changing, evolving procedure and continuous process, particularly for content and activities. The social studies program of the Wilmington Public Schools has been and continues to be an evolving program, developed over the years by a school staff

under the leadership of Dr. Eunice I. Johns, Supervisor of Social Studies, whose extreme capabilities have been nationally recognized. More important, she has been tremendously interested in the success of people to be affected by her efforts.

The development of this teacher's guide is a noteworthy accomplishment and an indication of a deep and abiding spirit of personal dedication for the educational welfare of boys and girls in the Wilmington Public Schools by the staff members, named elsewhere, who contributed to the development of this teacher's guide.

Samuel A. Scarnato
Assistant Superintendent for
Educational Programs

Wilmington Public Schools
Wilmington, Delaware
August, 1971

PREFACE

Today seventy per cent of the population of the United States lives in urban areas. Wilmington, Delaware, is located near the middle of the largest urban complex in the world. This East Coast metropolitan region, in which one is never far from a city, stretches from north of Boston to Alexandria, Virginia, a distance of approximately 500 miles. As urbanization has progressed the problems of cities have become more and more complex and more acute. Not only are cities in economic trouble, but they face many social and governmental problems as well. Solutions to these problems will require many people to make adjustments in their patterns of living and working.

Students, teachers and principals in the Wilmington schools decided that a course in Urban Sociology would make an important contribution to the school curriculum. This guide was prepared to meet that need. Grateful acknowledgement is made to three professors from the Department of Urban Affairs of the University of Delaware for the help they gave us: Dr. C. Harold Brown, Dr. Robert A. Wilson and Dr. David Shulz. They helped to suggest the general content of the guide but they have not had an opportunity to see the completed guide, so are not responsible for any of its shortcomings.

In the planning stages a Wilmington High School teacher, Mr. Gregory McNeill, took part. The writing was done by Mrs. Ann Nale, also of Wilmington High School, who has done the work in addition to her other heavy duties. The teachers, students and administrators of our schools are indebted to her for the many hours of research and writing that were required in the preparation of the guide.

Eunice I. Johns
Supervisor, Secondary Social Studies

WHAT THE TEACHER SHOULD KNOW ABOUT THIS GUIDE

The last quarter century has witnessed such a rapid development of urbanization as to revolutionize the thinking, the work and the life styles of untold numbers of Americans. The focus of the course on urban sociology is the effect of this urbanization on four of the five major social institutions: the familial, governmental, economic and educational institutions. The present guide does not include the religious institution as such. Consideration is given to a number of the major social problems confronting American society during the closing decades of the twentieth century.

Initially the student is introduced to the nature of sociology as a discipline, the science which studies men interacting in groups of all kinds. Throughout the course the emphasis is intended to be upon people and the effects of social institutions upon them. While urban problems in general are considered, it is suggested that the focus should be on the problems of Wilmington in order to involve the students as directly as possible in the issues that affect them.

The teacher is urged to make full use of community resources such as speakers, organizations, current articles in the local newspapers, television programs and public meetings. In this way students may be brought into direct contact with the interactions of many of the people and organizations making decisions on urban problems. A sample list of community agencies will be found as a part of the bibliography at the end of this volume.

Useful visual aids for the course are in limited supply but many new ones are currently being issued. The teacher should be ever alert to identify appropriate visual aids and request their purchase. An example of such material is the Hubbard "Urban Studies System" (2855 Shermer Avenue, Northbrook, Illinois 60062). This material includes, among others, a 3-D Metropolitan Area Model, an interaction plan book, transparencies with overlays, a set of slides entitled "Views of the City", and a pollution simulation kit.

In this age of great technological advances man has yet to make similar strides in understanding human relations. It is hoped that this course will enlist young people in the effort to develop rational solutions to the problems confronting urban society.

UNIT I AN INTRODUCTION TO URBAN SOCIOLOGY

This unit introduces many of the terms used by sociologists and attempts to acquaint the student with the way sociologists examine society. The student is encouraged to consider why man lives in groups and to develop an understanding of culture and social organization.

Considerable emphasis is placed upon having the student develop and extend his own ideas about social living and social problems. As in the other units, it is expected that the Wilmington area will be used as a primary source of information.

After developing some background on the nature of sociology as a discipline,the student is introduced to the sociology of urban areas, both historical and contemporary. The problems of in-migrants to urban areas are identified and the information emerging from the 1970 census is utilized. A glossary is provided at the end of the unit.

OBJECTIVES

By the end of this unit the student should be able to:

1. Define sociology and explain how the study of sociology may be of help to an individual in the present-day world.
2. Use correctly and with ease the sociological terms encountered in the unit.
3. List and explain at least five reasons why social living is a vital necessity for all of us.
4. Distinguish between primary and secondary groups and give examples of each.

5. Explain, either orally or in writing, the different elements that make up a culture.

6. Discuss the effect of the environment upon culture in a paper of at least two paragraphs.

7. Explain how the different social roles which an individual plays may conflict with each other by giving specific examples of role conflicts.

8. Distinguish between mores and folkways, giving examples of each.

9. Explain the difference between a social change and a value change, giving examples of each.

10. Explain how an individual can become socially mobile--that is, move from one social class to another. A specific individual may be cited as an example.

11. Demonstrate an awareness of the way sociologists study and analyze social problems by making a list of at least six procedures he would use in the analysis.

12. Explain three major characteristics of a social problem and give examples of some current social problems. These three characteristics should consist of the following, stated in the student's own words: (1) the problem is a threat to society according to the value system of its members, (2) it involves a relatively large number of persons, and (3) it can be resolved to some extent by collective action.

13. Demonstrate a knowledge of preindustrial cities by writing a brief summary describing their size, location and other characteristics.

14. List the major technological and social factors which contributed to the rapid growth of cities as a result of the Industrial Revolution.

15. Participate in a class discussion on the causes of urban growth in the United States, citing specific examples which help explain the causes given.

16. Distinguish between various key terms related to urban areas such as the following: neighborhood; community; city; suburb; metropolitan area; megalopolis; slum; ghetto.

17. Discuss major population trends prior to 1970 as evidenced by census reports.

18. Demonstrate a knowledge of the trends revealed by the 1970 census report as discussed in class and as published in the news media.

19. Identify four major groups of in-migrants to American cities in the past twenty years and explain the major areas of the country to which each group migrated.

20. Discuss at length, either orally or in writing, some of the problems migrants from rural areas have encountered when they move to metropolitan areas.

VOCABULARY

sociology
society
culture
institution
social control
social mobility
conformity
role
social change
value change
social stratification
status
ethnic group
social interaction
cultural diffusion
folkways
mores
community
neighborhood
crowd
group
city
slum
ghetto
norms
suburb
metropolitan area
megalopolis

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
I. The language and methods of the sociologist		
A. Sociology defined	1. Ask students to read the section in Reddan and Saal and similar explanations in other references. From their reading they should place in their notebooks any specific ideas they find to explain the term sociology. From the discussion which follows the reading assignment, agreement should be reached upon a definition of sociology which will be used in the course.	Reddan and Saal, Sociology, p. 1ff. Classroom and library references
B. Society: framework for group living		
1. Man's need for social living	2. Distribute copies of the following poem and the accompanying questions. Ask students to react in writing to the questions. Collect and read the papers. Keep a list of the ideas expressed by students which might be of use in stimulating class discussion. Return the papers, the poem and the questions to students. Hold a general class discussion concerning the meaning of the poem and man's need for social living. No man is an island, Entire of itself; Every man is a piece of the Continent, A part of the main; If a clod be washed away by the sea, Europe is the less, As well as if a promontory were, As well as if a manor of thy friends or of thine own were. Any man's death diminishes me,	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	2. (continued) Because I am involved in mankind. And therefore, - - Never send to know for whom the bell tolls, It tolls for thee. (Adapted from John Donne) Discuss the significance of this quotation. Questions such as the following might help to develop the discussion. a. What are man's basic needs? b. How does this poem demonstrate the social interdependence of man? c. Why doesn't man wish to be alone? d. In what ways can society help man meet his basic needs? e. How does working with others help man to utilize his best talent? f. How does society restrict man? 3. Place one or both of the following statements on the chalkboard: "Whoso would be a man must be a nonconformist." --Thoreau It is said that Thomas Aquinas doubted that man could practice all the virtues in seclusion. Ask the student to explain orally the meaning of these statements and their relationship to man and his need for society.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	4. Ask the students to do some research and add to their notes any additional reasons they may find for man's need for society.	Reddan and Saal, op. cit., pp. 3-4.
	5. Place the following question on the chalkboard: "How do you believe the study of sociology may be of help to an individual in the present-day world?" Students should be asked to respond orally to the question.	
2. Groups and associations which make up society a. Primary groups b. Secondary groups	6. In preparation for a brief lecture the teacher might prepare from magazine clippings a bulletin board display which contains examples of primary and secondary groups. Ask the students to label each according to the category in which they think each belongs. After tentative conclusions have been reached, the teacher should present a short lecture about the characteristics of the two groups and the significance of each in the life of the individual. Students should take notes, re-examine the bulletin board pictures and make any necessary adjustments in their decisions on the basis of new information.	Koller and Couse, Modern Sociology, pp. 18-26
C. Culture: the product of human group experience	7. Ask students to use the procedure described in Activity No. 1 in order to determine the meaning of the terms "society" and "culture."	Reddan and Saal, op.cit. pp. 5-7
	8. To help students understand the influence of cultural environment upon people, assign research projects to several students on the difficulties various ethnic groups have had adjusting to life in a new environment.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	9. If the class contains a mixture of ethnic groups, a general class discussion could be held concerning the effect of cultural environment on the living patterns of various groups.	
	10. Ask the students to read "Spanish Harlem" in the reference cited. Discuss the impact of cultural environment on the residents of this area.	Leinwand, Poverty and the Poor, pp. 90-95
1. Roles	11. Place a list of individual roles on the chalkboard. The list should consist of roles that have behavioral characteristics generally associated with them, as minister, teacher, high school student,nurse, father, etc. Ask each student to select one role and list the behavior patterns he associates with the term. When the task is completed students who have selected the same role should be grouped together. Have them compare their lists of behavior patterns and compile a list acceptable to the group. A report from each group should be made to the entire class. After the discussion agree upon definitions for the terms "role" and "behavior patterns."	
2. Folkways 3. Mores	12. The teacher may present to the class a list which contains some folkways and some mores. Ask the students to divide the list into the two groups. Put the tally of the list on the chalkboard. Have a general discussion concerning the selections. Agree upon definitions for these terms and have students record them in their notebooks. A suggested list follows: 1. Eating lunch around noon (F) 2. Child molestation (M)	Koller and Couse, op. cit. page 66 Curtis, Coleman, Lane, Sociology, pp. 42 and 46

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	12. (Continued) 3. After a certain age boys do not play with dolls as girls do (F) 4. Remaining silent in a library (F) 5. Child neglect (M) 6. Doctors do not advertise for patients (F) 7. Driving on the right side of the highway (F) 8. Men removing hats in church but women wear them (F) 9. Wearing clothes in public (M) 10. Child abandonment (M)	
	13. Place the following statement on the chalkboard: "Folkways and mores do (do not) remain constant." After students arrive at a conclusion that they do or do not remain constant ask them to give illustrations to support their answers. Examples: a. Women smoking unacceptable-1920; accepted-1960 b. Women not shown in liquor advertisements formerly; acceptable now.	
	14. Ask students to do some research to find the meaning of the term "norms." Discussion should bring out the fact that this term includes both folkways and mores.	
D. Social organization 1. Social change	15. Ask students to consult several references and put into their notebooks key ideas which explain the following: Characteristics of social problems Definition of social change Definition of value change A discussion should lead to a consensus as to the above terms.	Raddan and Saal, op. cit., pp. 11-15

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	16. Divide the class into small groups. Ask them to list social changes and value changes which have taken place in our society. Some items they might consider are: attitudes toward abortion; co-ed dorms on college campuses; respect for the flag; pre-marital relationships, etc. A report from each group should be made to the class.	
	17. Prepare a bulletin board display of newspaper headlines and articles or magazine articles which illustrate social changes and value changes. Discuss the differences between and relationship of the terms. Decide which articles reflect social changes and which reflect value changes.	
2. Social stratification 3. Social mobility	18. A panel of students could be asked to present to the class an explanation of the following: (a) common criteria for the basis of social classes in all societies, (b) social mobility, and (c) class systems (caste, estate, open-class).	Eagleton Institute, Problems and Promise of Democracy, page 45 Koller and Couse, op. cit. p. 148ff
	19. Ask students to read "The Negro Community as an Ethnic Subsociety" in the reference cited. A discussion of the assignment should be held with special focus on social classes and the basis of these classes. A comparison of this material should be made with that presented by the panel in the previous activity.	Billingsley, Black Families in White America, pp. 6-16
4. Social interaction	20. Make a reading assignment after which students should put into their notebooks explanations of social interaction and social control.	Reddan and Saal, op. cit. pp. 2-7
5. Social control	21. Place the following statement on the chalkboard: 'Public opinion is a method of social control." Ask students in a general discussion to give	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	21. (Continued) examples which would support or explain this statement. Examples should include a list of ways the opinions of the peer group act as a controlling influence, e.g. inter-racial dating, etc.	
E. Social problems 1. The nature of modern social problems	22. The teacher might arrange a bulletin board display which depicts current social problems. As students observe the display ask them to try to determine the main characteristics of a social problem. Make a reading assignment and ask students to re-evaluate their list of characteristics of social problems now that they have additional information.	Ibid., pp. 11-12
	23. In a class discussion ask students to list on the chalkboard the major social problems of today's society. The reading assignment listed in the previous activity will be useful. As a result of the new information acquired from this and other references students should make adjustments to their list. Attempt to get agreement as to the four or five major social problems we face today.	Classroom library School library Reddan and Saal, op.cit., Chapter 10, "Selected Social Problems"
	24. At this point the teacher might assign reports on major social problems. However, as this introductory unit is intended to serve as a foundation for later study the teacher might decide against a depth study of a social problem at this time. A general reading assignment on the nature of social problems might be made.	
	25. Place on the chalkboard the following questions: "What is a sociologist?" "How does a sociologist work?" These questions could be answered in a class discussion based on reading assignments.	Classroom and library references Reddan and Saal, op.cit., pp. 12-16

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
II. The Urbanization Process		
A. Historical concept of an urban area 1. City growth before the Industrial Revolution 2. City growth after the Industrial Revolution	26. The teacher should present two short lectures or explanations of the urbanization process: a. City growth before the Industrial Revolution b. City growth after the Industrial Revolution	Gist and Fava, Urban Sociology, Chapter 2, pp. 20-37
	27. Show the students one or two Screen News Digest films on Hong Kong, New Delhi, Calcutta, Havana or Madrid to illustrate conditions in a heavily populated city in a non-industrial society.	Hong Kong: 314.217 India: Sd. 45.1 or Sd. 15.2 Havana: 314.258 Madrid: Sd. 13.1
B. Some causes of urban growth in the United States	28. Ask each student to make a list of causes of urban growth in the United States. Divide the class into small groups. Have students compare their lists of causes and develop one list acceptable to all members. Each group should report to the class and a general list should be compiled from these reports. The teacher may need to supplement the class list.	Gist and Fava, op. cit., Chapter 3 Show school library filmstrips on the growth of cities Cole and Montgomery. High School Sociology, Chap. 12
III. Contemporary urban areas A. Key terms associated with urban areas	29. Give the following list of terms to the students. Ask them to write short definitions or descriptions of each. Collect the papers, read and return to students. Ask students to evaluate their definitions or to re-define terms on the basis of information obtained from reading and from class discussion. Agree upon the definition of terms to be used in the course. a. Neighborhood b. Community c. City	Classroom library or school library books placed on reserve

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	29. (Continued) d. Suburb e. Metropolitan area (SMSA) f. Megalopolis g. Urbanization h. Slum i. Ghetto	
	30. Place on the chalkboard a list of words which might describe a city. The list might include such terms as these: exciting; ugly; sick; dazzling; dying; vibrant; moving; warm; cold; alive; progressive; dirty; turbulent; frightening. Ask students to decide, either orally or in writing, which words are most appropriate for Wilmington, and which are least appropriate, giving reasons for their choices. They may wish to add other adjectives and also to consider other cities, such as Philadelphia.	
B. Population patterns 1. Significant trends prior to the 1970 census	31. In order to develop an understanding on the part of students of the reasons why Americans migrate to cities begin with an examination of the reasons why parents of members of the class moved to Wilmington. List these reasons on the board. Call attention to the fact that a "push-pull" factor is involved in most moves. Ask students to label the reasons they have listed according to whether each is a "push" factor or a "pull" factor. Have students add to their list of reasons why people move to the cities any additional ones developed in the following three activities.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	32. Give students the following topics on which they should do extensive reading: a. Major trends in geographic mobility b. Major causes of geographic mobility c. Impact of geographic mobility on family and community life. Ask students to take notes on the above topics as they relate to Black migration.	Billingsley, op. cit. pp. 72-78
2. In-migrants to American cities in 1960	33. A short lecture on "Population Patterns prior to 1970" should be presented by the teacher. Prepare a transparency which shows urban population growth.	Eagleton Institute, op. cit., page 397
	34. A panel of four students might be asked to prepare a report for the class on the trends and problems of the four major rural groups of in-migrants to the city. (Blacks, Puerto Ricans, Mexican-Americans, "Hillbillies.")	Gist and Fava, op. cit. pp. 466-472
	35. A student or a group of students may be asked to read an article in the Saturday Review on the special problems of the Mexican-Americans in the American Southwest.	April 14, 1971
	36. The chapter entitled "The Pattern of Growth and Migration in Wilmington" should be read by as many students as possible. (Note that the data are based on the 1960 census.) Each student should select what he considers to be four or five of the major findings of this study and to bring them up in class discussion. Students should be encouraged to raise questions concerning points with which they disagree.	Tilly, Jackson, Kay, Race and Residence in Wilmington, Delaware, Chap. I

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	37. A speaker such as The Reverend Mr. Lloyd Casson may be secured to provide further information on the black community in Wilmington.	Speaker
	38. Students should be asked to examine the maps of nonwhite households in Wilmington by blocks in 1940, 1950 and 1960 in order to identify population shifts that have taken place. They may also speculate on what the 1970 census may reveal if a detailed analysis of the population of Wilmington were made available.	Tilly, Jackson, Kay, op. cit., p. 69ff
	39. Assign to students the section entitled "Coming to the City". After they have finished reading have them make a list, either orally or in writing, of specific problems faced by the individuals in the article. Ask the students to express opinions about the author's belief that the native poor in-migrants to our cities are worse off than the foreign poor in our immigrant population of forty years ago.	Leinwand, Poverty and the Poor, pp. 79-89
3. Emerging trends revealed by the 1970 census.	40. Assign one or two students to report to the class about significant population trends revealed by the 1970 census. Follow this with a discussion of social, political and economic implications of these trends. The following list of trends available at the time of writing is included for the aid of the teacher, but other census findings should be followed as more data become available: a. Suburbanites have become the largest group in the nation.	Reader's Guide New York Times Index

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	40. (Continued) 1' An increase of over 25% since 1960 2' Suburbanites now number 74.9 million b. Population now 11.2% Black c. Black median age in total population, 23.7 years; white median age, 28.8 years d. Increase of 50% in number of Black families headed by the mother e. Black population of cities increased by 3.4 million f. 1970 census: Urban population 73.5% g. Cities with population over 50% Black: 1' 1960 census: Washington, D.C. 2' 1970 census: Washington, D.C. Newark, N.J. Atlanta, Georgia h. Southern rate of urbanization greatest	

GLOSSARY FOR INTRODUCTORY UNIT

SOCIOLOGY: A body of thought about man's relationships with other human beings.

SOCIETY: A general term covering the whole system of human relationships.

CULTURE: The sum total of the behavior of the group to which we belong, consisting of things and social customs transmitted from one generation to the next.

INSTITUTION: A regular and established way of meeting human needs. The major institutions are the family, government, education, religion and the economic system.

SOCIAL CONTROL: The ways in which a society or some group within the society secures conformity from individuals and groups. Law is one method of social control and public opinion is another.

SOCIAL MOBILITY: The movement of a person from one social position in the class structure to a higher or lower place on the social scale.

CONFORMITY: Living and behaving according to what is expected in one's society or group.

ROLE: The pattern of behavior expected of a person in keeping with his position or his specific group. A person may play a number of roles--boy, athlete, good student, etc.

SOCIAL CHANGE: A change in patterns of behavior and in human relationships as in a shift from segregation to integration.

SOCIAL STRATIFICATION: The division of society into class layers or strata, as in the caste system.

STATUS: The social position one occupies in a group based upon the opinion of his fellows.

ETHNIC GROUP: A number of people who originally lived in the same general geographic area and who still share a common cultural heritage.

SOCIAL INTERACTION: The Relationship set up between two or more people in regard to each other or in regard to some situation.

CULTURAL DIFFUSION: The spread of culture patterns from one society to another.

FOLKWAYS: The habits and traditions that are customary to a people but which are not generally punished when they are violated; e.g., tipping the hat.

MORES: The moral customs or standards of a group which are considered vital to the survival of the group; violations are punished severely, as murder. Mores are the foundations upon which laws are built.

COMMUNITY: A group living in a distinct geographical area in which their major activities are centered and in which they share a high degree of common interests.

NEIGHBORHOOD: An area that is smaller than a community and which is not able to satisfy all the goods and services needed by the people.

CROWD: A number of persons who interact on a temporary basis. A crowd usually disbands when the activity disappears, as a football crowd.

GROUP: Two or more people who interact (communicate) with one another.

CITY: A relatively large, dense and permanent settlement of many different kinds of people.

NORMS: A group-shared standard of behavior. Norms define the course of action in a given situation, as laws. Norms may be divided into two broad categories: folkways and mores.

SUGGESTED EVALUATION PROCEDURES

1. Write a definition of sociology and, in a well-written paragraph, justify the inclusion of a sociology course in the high school curriculum.

2. Given a list of selected terms from the vocabulary list of the unit, define each one correctly and use it in a complete sentence.

3. Given a matching list of terms and definitions from the unit vocabulary, match each one correctly in spite of the inclusion of some inappropriate terms and definitions.

4. List five reasons why men need society or social living and explain one of them in a brief essay. The list might include such points as the following:

   exercise of human intellect
   exchange of ideas
   physical dependence upon others
   need of companionship
   need for recognition

5. Given a list of groups of various kinds, identify correctly those that would normally be considered primary groups and those that are secondary.

6. Distinguish between the term "society" as used by the sociologist and as used by newspaper reporters.

7. Make a list of at least eight characteristics or features which go to make up a culture. The list might include language, values, political ideals, religion, habits, dress, diet, etc.

8. Some sociologists hold that the cultural environment into which a child is born is the strongest determinant of one's behavioral patterns. Defend or criticize this point of view, explaining the reasons for the position you take.

9. Explain how the following brief news release provides an example of role conflict: "Can a King go to a discotheque?" the lady reporter wanted to know. "Good God!" replied Crown Prince Gustaf of Sweden, "I don't see why not. I've known some who did."

10. Given some newspaper headline or items, identify correctly those involving mores and those involving folkways. Explain your choice in each case.

11. Explain the nature of social change and give examples from recent American experience. Similarly, give examples of value changes which have taken place.

12. A sociologist might be expected to analyze a social problem such as the drug problem. List the steps he might be expected to follow in making his analysis. The list might include such points as the following:
    a. Recognition that a problem exists
    b. Use statistical data to determine the extent of the problem
    c. Study the causes of the problem
    d. Determine whether further data are needed
    e. Attempt to determine trends or rates of change
    f. Explore the attitudes of individuals and groups toward the problem
    g. Study corrective measures taken by other societies
    h. Suggest possible efforts to alleviate the problem.

13. Using complete sentences, make a list of the characteristics of preindustrial cities.

14. Write an essay on the factors which caused cities to grow rapidly after the Industrial Revolution.

15. Enumerate at least five causes of urban growth in the United States and write a careful description of one of them.

16. Given a list of key terms related to urban areas, define each in such a way as to distinguish between it and other terms on the list.

17. Indicate at least three of the population distribution trends evident in the United States prior to the 1970 census.

18. Summarize the major findings of the 1970 census as published to date.

19. Make a list of a number of the major problems encountered by recent in-migrants to cities in this country, then incorporate this list in a carefully written explanatory essay.

UNIT II: THE FAMILY

The family is the primary social institution in all societies. While the purpose of this unit is to study the family in an urban setting it is first necessary to study the structure and functions of various kinds of families and different kinds of marriages.

The texts recommended for student use have little information on the general nature of the family. Therefore, students will need to make use of library and classroom references, including magazine articles. Frequent use of the Reader's Guide will be necessary.

It is expected that the teacher will have several sociology texts available in the class room. Considerable content is included in the activities in this particular unit in an effort to aid the teacher. The teacher is also reminded that some local agencies and organizations may provide speakers and information useful in this unit.

OBJECTIVES

By the end of this unit the student should be able to:

1. Define key vocabulary terms in the context of the unit.
2. Explain the following in paragraph form: (a) patriarchal family, (b) matriarchal family, (c) extended or joint family, and (d) nuclear family.
3. Summarize the reasons why rural families and urban families are increasingly similar.
4. Cite several reasons why families move to suburban areas.

5. Identify and explain the following types of marriage: (a) monogamy, (b) polygyny, (c) polyandry, (d) concubinage, (2) common-law marriage.

6. Explain the socialization process and give several illustrations of the contributions the family makes toward this process.

7. Differentiate between the following family functions:
   economic function
   protective function
   status function
   socialization function
   recreational and leisure-time functions
   educational function

8. Write a brief essay to explain why the family environment is important in the prevention of juvenile delinquency.

9. Summarize the factors which have brought about greater independence for wives and children in contemporary families.

10. Cite reasons for the lessening of authority exercised by the father in modern American families.

11. Describe the conditions in modern society which help explain why the care of the elderly is increasingly a function of institutions outside the home.

12. Identify the factors in contemporary society which involve and draw family members away from the home.

13. Explain how the following have affected the family:
    smaller families
    fewer married persons
    fewer family ceremonial observances
    higher divorce rate
    residential mobility

14. List and explain at least six adjustments that the nuclear family commonly faces.

15. Demonstrate the changing role of women by citing examples of opportunities now open to them that were not available to them earlier in the 20th century.

16. Cite examples of public and private agencies in New Castle County that aid in the care of dependent children.

17. Summarize the reasons why some children need to be protected from parental abuse.

18.. Explain how the desire for social mobility and for family security may affect family size.

VOCABULARY

nuclear family
extended or joint family
patriarchal family
matriarchal family
polyandry
polygyny (polygamy)
concubinage
common-law marriage
monogamy
economic inequality
institution
urbanization
socialization
open-class system
status relationship
illegitimacy

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
I. The Structure and Functions of the Family A. Various types of families 1. The patriarchal family a. Characteristics b. Early American families	1. After some background reading have students discuss in detail the nature and characteristics of the patriarchal family. They should develop a definition and place it in their notebooks for future reference. In discussing characteristics such factors as the following should be included: head of the household, chief wage earner, roles of family members.	Billingsley, Black Families in White America, p. 143 Koller and Couse, Modern Sociology, p. 184ff.
	2. The nature of the early American family may be pointed out by the teacher, based on what students recall from their study of American history. This family was largely patriarchal and was a self-sustaining economic and social unit. Although the family was, in general, patriarchal, the wife and children had strong supporting roles. Students should recall the conditions of pioneer life in order to emphasize the courage and resourcefulness required by family members.	Cavan, The American Family, pp. 45-46
2. The extended or joint family a. Characteristics b. Examples	3. In many cultures the extended or joint family has proved useful. After securing some information on this topic a definition should be developed in class and added to the notebook list. Students should be asked such questions as the following: (a) What are the reasons for the establishment of the extended family? (b) Where have such families existed? Give examples of extended families still in existence. E.g., India, China, Africa.	Billingsley, op. cit. pp. 15-21

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. The matriarchal family a.Characteristics b.Examples	4. Define the matriarchal family and discuss the conditions under which it exists, e.g., widowhood, divorce with children assigned to the mother, desertion by or absence of the father.	Ibid., pp. 15-21
4. The nuclear family a.Characteristics	5. Since the nuclear family is commonly considered to be the "ideal" American family it should be considered in some detail. The term should be defined and the roles of father, mother and children discussed. It should be pointed out that children were an economic asset in the early American family, but this is no longer true.	Cavan, The American Family, numerous references
	6. Students may be interested in role-playing a nuclear family as it faces the following situation: The school counselor has called the King family to report that Charles, who is an intelligent boy, is making poor grades and is suspected of taking drugs. Role-play the family conference that might occur. Try to find constructive ways of dealing with the problem. If the first attempt gives negative results the situation should be re-played immediately in search of positive suggestions.	Ibid., "Nuclear Family Organization", pp. 117-119
b.Effects of social mobility on the nuclear family	7. The term "social mobility" should be discussed and the definition in the notebook reviewed. Students may be asked to think of the ways in which a person in this country may rise from a social class to a higher one. While the major factor is education, many others, such as the following may be mentioned: marriage, great athletic or artistic skill, acquisition	Billingsley, op. cit. pp. 79-93 Cavan, op. cit., p. 32ff.

OUTLINE CONTENT	SUGGESTED ACTIVITIES	RESOURCES
	7. (Continued) of wealth, etc. Students may be interested in discussing the question of which marriage partner can do more to elevate the social status of partners in marriage.	
	8. Social mobility is far easier in a nuclear family than in the extended family. Ask students to speculate on the reasons why this is true. It should be pointed out that an individual in a nuclear family may cast off humble origins by going to another part of the country (geographical mobility) and making a name for himself.	
	9. Evelyn Duvall, a family life consultant, in her book entitled Family Development, notes that people tend to marry within their own social class and usually marry someone within their immediate area. In a round-table discussion have the students discuss the following questions: a. What are some reasons why people marry someone within their own social class? b. How does the size of a nuclear family affect its opportunity for social mobility? c. If families desire to rise in the social system should they limit the size of the family? d. What effect might current attitudes toward racial inter-marriage have on opportunities for social mobility?	Koller and Couse, op. cit., pp. 151-152
c. The changing role of women	10. In the last fifty years American women have assumed a variety of roles outside the home. List some of the roles now open to women that were formerly	Ibid., pp. 205-206

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	10. (Continued) closed to them. Ask students to cite reasons why these changes have come about. Call attention to the impact of such developments as the typewriter, the automobile, the "pill", etc.	Gist and Fava, Urban Sociology, p. 171, pp. 369-371
5. Types of marriage	11. Have students develop in a group discussion the meaning of the following terms: monogamy, polygyny, polyandry, concubinage, common-law marriage. After consulting references students should attempt to explain the cultural conditions which brought about each type of marriage.	
6. The rural family a. Characteristics b. Effects of technology on the rural family	12. Rural families have sometimes been sterotyped as "hicks". However, because of technological developments the families in rural and urban areas are increasingly similar. Students should explain this statement. They should include the effects of the mass media of communication and modern methods of transportation.	Ibid., p. 365
7. The effects of the urban environment on the family	13. Gist and Fava list seven changes in family organization which are commonly found when families move to urban areas. Have a small group of students study this list and present their findings for class analysis and reaction.	Ibid., pp. 365-366
	14. Students should note that the urban environment tends to split up families as each	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	14. (Continued) member of the family chooses different ways of spending his time, either in work or in recreation. They should be asked to explain (a) how these activities tend to weaken family unity. and (b) the factors that tend to draw the family together, e.g., trips, television, church activities,picnics.	
8. The suburban family	15. Time magazine reports preliminary 1970 census figures showing that suburbanites outnumber both city dwellers and those who live in rural areas, thus constituting the largest group in the land. The figure requires modification because of the definition of suburban used by the Census Bureau. As used in this unit the term "suburbs" refers to those areas which lie between densely populated urban centers and what remains of rural, small-town America. Ask the students to make a diagram representing the following: center city, urban area, suburbia, and rural area.	Time, March 15, 1970
	16. Students may read references, consult with adults and with friends in suburban areas to find the reasons why people move to suburbs. Their reports should be pooled in a list on the chalkboard and copied in the notebooks after discussion.	
B. The functions of the family 1. Socialization process a.Acquisition of attitudes, values, norms, skills	17. Ask students to work in small groups to prepare a list in answer to the question: "What does the child learn in the home, either as a result of being taught or as a by-product of living in the home?" After fifteen minutes have groups report and make a list on the chalkboard or on a transparency of the points upon which the group agrees.	Cole and Montgomery, High School Sociology, pp. 62-68 Billingsley, op. cit., pp. 21-33

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
b. Definition of role	18. Some important aspects of the socialization process as seen by the sociologist may have been omitted from the list made by students. The teacher may explain that each of us occupies a role, and it is in the family that an individual develops attitudes toward himself and others. The child develops an understanding of his place in the family (the pattern of behavior expected of him as a child) and comes to see himself as a unit to whom others react. He may become selfish, unselfish, egotistical, etc. The treatment a child receives in his family group may largely determine his relations with other groups throughout life. Permit students to ask questions on this point and to give examples.	Biesanz, John and Biesanz, Mavis, Modern Society, pp. 210-211
c. Development of self-concept	19. Raise the question, "How does a child in our society learn to accept our cultural definition of what it means to be a boy or to be a girl?" Note that acceptance of one's sexual role is basic to the self-concept of a person.	
	20. Closely related to one's understanding of his own role in a group is his self-concept, or seeing himself as others see him. Self-concept arises from his contacts with others and is determined by the attitudes of others. This has been referred to as "the looking-glass self." Biesanz, a sociologist, suggests that this self-idea has three main elements: a. imagining how we appear to another person b. imagining how that other person judges our appearance c. some sort of self-feeling, such as pride or humiliation	Biesanz and Biesanz, op. cit., p. 186

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	20. (Continued) Students may be asked to speculate concerning the self-concept one might hold in the following examples: a. A parent constantly finds fault with a boy, calling him "sissy" and "stupid." b. Another parent praises her daughter as "talented" and "beautiful." c. Students in school laugh at another's mistakes and say, "You're dumb!" d. A student who is too shy or afraid to give an oral report in class. e. A boy raised in a family consisting only of women.	
	21. Students may be asked to consider what effect the following might have on one's self-concept: wide-reading; good grades or poor grades; exceptional athletic skill, e.g., Bobby Orr, the famous ice hockey star.	
	22. Ask students to speculate on the effect the phrase "Black is beautiful" has had on the self-concept of Black Americans.	
	23. Andrew Billingsley, the noted sociologist, states, "Prominent in the background of Negro men and women of achievement is a strong family life." After reading the section entitled "Opportunity Screens" students should examine the bases for this statement and react to the quotation.	Billingsley, op. cit., pp. 97-101

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
d. Acquisition of moral and spiritual values	24. From their own experiences students may discuss the extent to which their own families imparted basic moral and spiritual values. How would they explain later changes in their moral and spiritual values? What part do brothers and sisters play in value changes?	
	25. Students should read "The Poindexter Family" and list the influences which aided in the socialization of Dr. Poindexter.	Ibid., p. 101-106
e. Participation of non-family groups in the socialization process	26. Ask students to enumerate various groups, both formal and informal, outside of the family that help an individual learn the fundamental culture patterns of the society in which he will live.	
2. The biological function a. Trends in birth-rate patterns	27. The family is the basic social institution for rearing children. However, the past 150 years has brought a sharp decline in the birth rate, especially among urban, upper-income and non-Catholic groups. The following statistics on live births per thousand may be given to students to make a bar graph showing changing trends. Students may also be interested in discussing the class differential in the birth rate whereby the birth rate is higher in the lower class than in the upper class.	Bureau of the Census

THE CHANGING PATTERN OF BIRTHS & DEATHS
IN THE UNITED STATES 1900-1965

	1900	1910	1920	1930	1940	1950	1960	1965
Live births per thousand of population	32.3	30.1	27.7	21.3	19.4	24.1	23.7	19.4
Deaths per thousand of population	17.1	14.7	13	11.3	10.8	9.6	9.5	9.4

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
b. Causes of changing trends	28. Students may be asked to do some research to see what they can find concerning the causes of the changes in the birth rate in this country. They may develop a list by working in small groups. The groups should pool their findings in a combined list. The list might include such factors as the following: a. A child is no longer an economic asset, as it was in a rural economy. b. Urban couples may decide they want no children or a limited number. c. Children are an economic liability if the couple is anxious to rise in the social scale. d. Movement for zero population growth.	Delaware League for Planned Parenthood
3. The economic function		
a. The necessities of life	29. Students should be asked to enumerate the economic functions carried on by the family. No doubt the list will include food, shelter and clothing.	
b. Expenses of child rearing	30. Duvall includes a table showing the expenses involved in raising a child. The table which follows may be placed on a transparency and used as a basis for discussion. Students may question some features of the data.	Duvall, Evelyn M., Family Development p. 201

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES

30. (Continued)

ESTIMATED MEDIAN COSTS OF HAVING A BABY, UNITED STATES, 1969

Usual items of expense	Estimated median cost
Medical expenses (doctor,hospital, post-maternity checkup,etc.)	$ 542
Pediatrician (newborn's care in hospital, inoculations, and first-year care)	128
Clothing (mail-order catalogue prices for infant wear the first year)	160
Furnishings (equipment,furniture, blankets,at national mail-order prices)	270
Infant food(government and industry estimates for nonnursing babies)	200
Diapers and laundering	200
Baby-sitters	40
Drug supplies (baby soap, shampoo, lotions, ointments, powder, cotton, etc.)	35
Total first-year costs	$1,651

SOURCE: Kathleen D. Fury, "How Much Does a Baby Cost?" REDBOOK, July 1969, p. 49.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
c. Functions performed by outside groups	31. Many families are unable to carry out their economic functions alone. Sometimes relatives--grandparents, aunts, uncles, etc. help with economic problems. After some research students should discuss the reasons why the needs of children must be met by groups outside the home. The list may include such reasons as the following: a. Death or desertion by the breadwinner b. Physical or mental disability of the breadwinner c. Low income received by the wage earner d. Blindness or other physical problems of the child.	Cole and Montgomery, op. cit., pp. 68-72
	32. Evelyn Duvall, a family life consultant, includes a graph in her book with the following heading: "The Majority of Nonwhite Children Are Poor, and the Majority of Poor Children Are White." Students should be asked to do some research to find evidence in support of the statement. Students may be surprised by the statement and inclined to reject it.	Duvall, op. cit. p. 31
	33. A number of federal-state programs exist to aid dependent children. Private agencies also help. A group may report to the class on the kinds of help available. Information may be gathered by reading but it may be more useful to find out what local agencies are giving such help and to report on an interview with a staff member. The kinds of family services available may include the following:	Social Security Administration Delaware Boys' Home Catholic Boys' Home Boys' Club of Wilmington

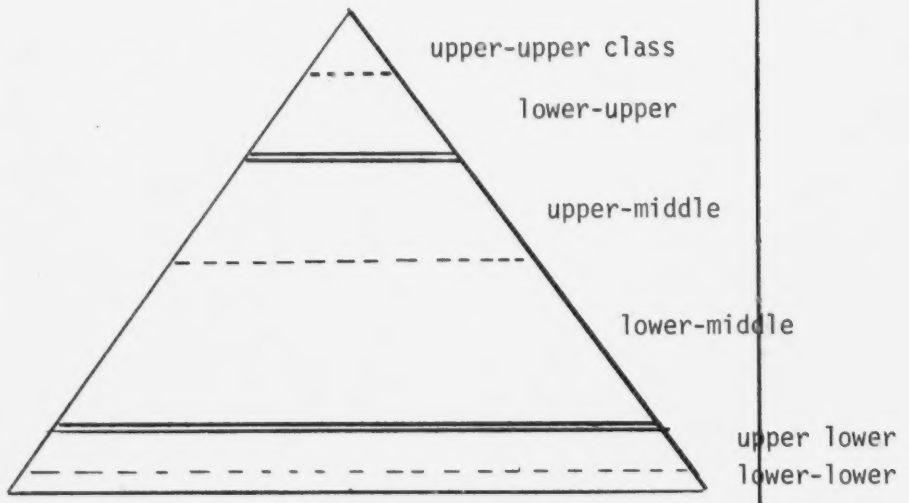
CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	33. (Continued) welfare programs medical services educational services for adults occupational training juvenile delinquent and adult criminal drug addict rehabilitation	 Community Schools Division of Physical Health, Emily P. Bissell Hospital Methadone Clinic
4. The protective function		
a. Health care and physical protection	34. Families normally attempt to provide health care and protection for their children but from time to time news stories report cases of parental abuse of children. Recently legislation was proposed in Delaware to protect children in such cases. A student may report on the status of the proposed legislation.	Delaware Branch, American Association of University Women
b. Psychological support	35. Emotional support and a sense of security are largely derived from family love and affection. Students may discuss why these factors are of great significance in the development of the child. They may also consider why some families fail to provide such psychological support and where children may turn for help.	School psychologist or guidance counselor
5. The status function	36. "Status" is a description of one's place in a social group with respect to other positions in the group. A child at birth is placed in society according to the social status of his parents, as middle class, Protestant, etc. For	Koller and Couse, op. cit., 148ff.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	36. (Continued) some reason most Americans tend to say they belong to the "middle class." Ask students to comment on this situation.	
	37. The way the head of the household earns a living plays a large part in determining family status. Students may be asked to suggest what they consider the relative status our society assigns to specified groups, such as the following: plumber doctor garbage collector teacher railroad engineer Ask students to discuss the basis for the assigned status. Raise the question of whether or not changes in the status position of any groups have taken place in recent years.	
b. Social status	38. Social classes exist in all societies. Sociologists identify six major classes in American society as follows: upper-upper class lower upper upper-middle lower-middle upper-lower lower-lower A diagram similar to the following may be	Edward Banfield, The Unheavenly City, Appendix, p. 265ff.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES

38. (Continued)

projected on a transparency for purposes of discussion. (This diagram is not drawn to scale and students may wish to suggest the proportions that might be appropriate.)



39. If students are interested in the above diagram they may wish to find out what factors help to determine the members of each class.

Duvall, op. cit., p. 32ff.

40. A student panel may be asked to prepare a presentation on "Social Status in the Black Community" as described by Billingsley. They may wish to make a transparency or a large poster of the diagram entitled "Social Classes in the Negro Community."

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
6. Recreation and leisure time	41. Contrast the role played by the present-day family in providing recreation and leisure time activities with that of earlier American families.	
	42. What types of activities now tend to remove recreation from the home? Ask students to discuss such topics as these: a. To what extent is the home still responsible for providing recreation for the very young? b. Give arguments for and against the following statement: "The family has responsibility for evaluating, guiding, and supervising the recreation of its members." c. Ask the students to consider and discuss the last occasion on which their own family, as a unit, shared a recreational experience. They may want to suggest reasons for the frequency or infrequency of these occasions. d. Many modern homes are designed with a family room or a recreation room and facilities for outdoor cooking. How do these trends reflect attitudes toward family living?	Herbert Gans, The Levittowners, p.223
7. The educational function	43. As indicated earlier, the family transmits the culture from one generation to another. Ask students to explain why a child's early learning experiences in the home and the attitude of his parents may help or hinder his later educational experiences. A class survey might be made to determine how many students really enjoy reading. These students may be asked to indicate whether	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	43. (Continued) or not their pleasure in reading was influenced by the reading habits of their parents.	
II. Contemporary families in an urban setting		
A. Changes associated with urbanization	44. Today women make up about one-third of the labor force, whereas few women worked outside the home at the beginning of the century. Ask students to discuss the reasons why many married women work today. Students may wish to interview some women and report their findings.	Reddan and Saal, op. cit. pp. 8, 35
1. Family roles a. wives	45. As urbanization has increased the rights and privileges of women have been extended. Gist and Fava describe the present status of women as follows: "They are accorded the right to invade the occupational world of males, to obtain an education comparable to that of men, to participate in sports, to marry or remain single according to their preferences, to sue and be sued, to take the initiative in courtship, to obtain a decree of divorce, to share equally in the property of the husband, to participate in various undertakings with men other than those of their own families, to emulate males in such things as drinking, smoking, and wearing apparel. They can even have their cake and eat it too by obtaining alimony if married life is terminated."	Gist and Fava, Urban Society p. 369ff.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	45. (Continued) Students may develop a lively discussion on the content of this quotation. Even though youth is generally change-oriented there may be some who deplore the changes described above.	
b. Children	46. Recent years have seen a great increase in juvenile delinquency. Some writers believe that the increased independence of children in an urban setting is a contributory factor. Students may discuss their ideas on this point.	Reddan and Saal, op. cit. Chapter 7 Leinwand, ed., Crime and Juvenile Delinquency
	47. Sociologists hold that the family has key responsibility for the prevention of delinquency. Some students may prepare a panel discussion explaining what the family can do to prevent delinquency. Such points as the following may be included: a. The child begins to develop a value system in the family, such as a respect for property. b. The family provides (or should provide) training in self-control. c. The family may be able to detect and counteract pre-delinquent tendencies. d. The existence of a stable, unbroken family can provide an atmosphere of mutual respect and idealism. e. Proper guidance for the young can be supplied by the home.	Banfield, op. cit., "Several Kinds of Crime", Chapter 8
	48. Students may discuss the reasons why the father in an urban family plays a somewhat lesser	Gist and Fava, op. cit. p. 370

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	48. (Continued) role than in the family of the preindustrial era. Be sure to include the effect of work which takes him away from home.	
c. The elderly	49. The twentieth century has brought a steady increase in the number of persons over sixty-five years of age, as indicated in the following table:	

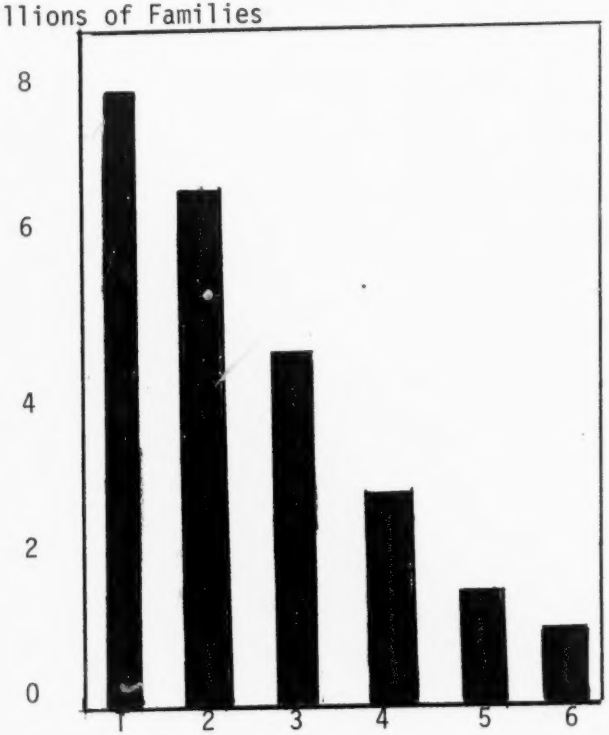
OVER-SIXTY-FIVE POPULATION OF THE UNITED STATES, 1900-1990

Year	Population over 65
1900	3,100,000
1910	3,985,000
1920	4,929,000
1930	6,706,000
1940	9,031,000
1950	12,287,000
1960	16,658,000
1970	19,585,000
1980	23,063,000
1990	27,005,000

Source: U.S. Bureau of the Census, "Projections of the Population of the United States, by Age, Sex, and Color to 1990, with Extensions

Duvall, op. cit. p. 448

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	49. (Continued) of Population by Age and Sex to 2015," POPULATION ESTIMATES, Current Population Reports, series P-25, no. 381 (December 18, 1967), series B, and earlier data from the Bureau of the Census, released by the Population Reference Bureau, Information Service, June 4, 1969. Ask students to explain the increase in the number of elderly. They should also note the fact that most of the elderly are women.	Gist and Fava, op. cit. p. 370
	50. A number of homes for the elderly have been built recently or are being built in Wilmington. Students should find out where these are. Someone from the WHA may be invited to discuss the problems encountered in housing the elderly. He should be asked why the elderly need separate housing now, since this did not seem to be true in earlier periods of our history.	Wilmington Housing Authority
	51. A recent news item in the Wilmington papers explained that there is less demand for housing elderly black citizens than for white. Ask students to explain why this is so. They should note the tendency toward the extended family in some black families and explain what useful functions elderly relatives can fulfill in the home.	Billingsley, Black Families in White America, p. 20
2. Changes in contacts outside the home	52. Ask students to summarize the reasons why various members of the urban family tend to go their separate ways. Note that formerly the production of goods was carried on in the home whereas now the home is chiefly concerned with consumption.	Gist and Fava, op. cit. p. 381

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. Changes in family stability and goals a. Smaller families	53. As noted earlier, children are no longer an economic asset; instead, they are expensive to maintain. The size of the American family has declined sharply and most families now have one or two children, as shown in the following chart: MOST FAMILIES ARE SMALL Millions of Families  CHILDREN IN FAMILY	Duvall, op. cit. p. 63

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES

53. (Continued)

Ask students to explain why the population of the United States continues to grow if the size of the average family has decreased. Attention should be called to the cause, prevention and cure of disease and the resultant growth in life expectancy.

54. The following table from the United States Bureau of the census indicates that families in rural America tended to be large. Ten or more children were not uncommon, while the presence of elderly relatives also increased family size.

FAMILIES GROW SMALLER

Year	Population per Household
1790	5.79
1850	5.55
1860	5.28
1870	5.09
1880	5.04
1890	4.93
1900	4.76
1910	4.54
1920	4.34
1930	4.11
1940	3.77
1950	3.52
1960	3.38

SOURCE: U.S. BUREAU OF THE CENSUS

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	54. (Continued) The graph in the preceding activity and the above table indicate that the "population explosion" does not affect the United States, yet the reverse is true. Have students find statistics on the rate of population growth in this country and the projected population at some future date.	Young and Mack, Society and Social Life, p. 462ff. Reader's Guide
b. Ceremonial observances	55. Contrast the family activities carried on together in earlier, rural families with those in the urban family today. It should be brought out that the peer group rather than the family dominates the activities of most individuals today.	Koller and Couse, op. cit.
	56. Students may be interested in discussing traditions of the various ethnic groups with respect to ceremonies, such as weddings and other special events.	
c. Divorce rate	57. One of the major goals of family life today is the search for happiness. When happiness is not attained couples may resort to divorce. Have students read some references in preparation for discussing such topics as the following: a. Locate statistics on divorce rates today. b. What influences today have lessened social disapproval of divorce? c. What are some of the reasons why the divorce rate has increased sharply in the twentieth century? d. What emotional problems may result from divorce for (a) the marriage partners, and (b) the children? e. How do the high divorce rates in the country reflect the changing functions of the family?	Reddan and Saal, op. cit., p. 185ff. Cavan, op.cit., Ch. 18

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	57. (Continued) f. What explanation can be given for the fact that divorce rates are higher in cities than in rural areas? g. Is there evidence to support the idea that the cost of divorce proceedings has made divorce less available to low income groups?	
d. Residential mobility	58. What factors help to explain the high rate of mobility of American families today? How might living in one community for a long period of time promote the stability of the family, as contrasted with the present tendency toward greater mobility?	Koller and Couse, op. cit, p. 190 Tilly, Jackson, Kay, op. cit.
B. Urbanization and the Black Family 1. Geographic and social mobility	59. The migration of black Americans from the south to the north and to cities and suburbs in the south is discussed at length in the reference cited. The author discusses the causes of geographic mobility and its effect on family life. Students may be asked to outline this section in preparation for a class discussion.	Billingsley, Black Families in White America, p. 72ff
	60. Billingsley discusses the effects Northern urbanization has had on Negro family life with respect to the following: education, occupation, income and housing. Each of these sections should be read carefully and analyzed in class. Under the section on housing the author discusses the reasons for the concentration of Negroes in the ghetto under the heading, "Preference, Poverty and Prejudice." This section will no doubt start a lively discussion.	Ibid., pp. 79-93

CONTENT OUTLINE	SUGGESTED ACTIVITES	RESOURCES
2. Social Status in the Black Community	61. After reading this chapter students may wish to discuss the extent to which social status among the Black community in Wilmington falls into the upper, middle and lower classes as described by Billingsley.	Ibid., Chapter 5
3. The Need for Social Change	62. The author delineates two general strategies of social change that are urgently needed in order to reconstruct the family and community life of black Americans: (a) Areas in which the initiative and responsibility rest on white people of power and influence, and (b) areas in which the initiative and responsibility must come from the black community. These topics are analyzed in detail and are deserving of extensive study and analysis by the class.	Ibid., Chapters 6 and 7
C. Issues and Problems of the Urban Family	63. Students may be divided into groups and given a list of the problems of the American family in an urban setting. Each group should prepare a written report on the topic that is chosen or assigned. When the reports are due each group should present an oral report to the class. Suggested topics: 1. Changes in family functions 2. Caring for the elderly 3. Family security 4. The means of social mobility 5. Decision-making in the family 6. The changing role of women 7. The effect of ghetto life on the family 8. Etc.	

SUGGESTED EVALUATION PROCEDURES

1. Define selected terms chosen from the vocabulary list for the unit.

2. Describe in writing the characteristics of three of the following types of families: patriarchal family, matriarchal family, extended or joint family, nuclear family.

3. Explain why the rural family is becoming more and more like the urban family.

4. List and explain at least three reasons why families move to suburban areas.

5. Explain the conditions under which the following types of marriage have been practiced: polygyny, polyandry, concubinage, common-law marriage.

6. Write an essay supporting the idea that the nuclear family is best suited to perpetuate family stability in this country.

7. Enumerate at least five functions of the family and explain two of them in detail.

8. Contrast, either orally or in writing, the role of wives and children in contemporary families with their roles in early American families.

9. List family conditions or shortcomings which may contribute to juvenile delinquency.

10. Contribute to a group discussion on the reasons why the authority of the father has declined in contemporary families in this country.

11. Summarize the reasons why most families are unable to care for the elderly in their homes.

12. Given the following list of factors which involve family members outside the home, the student may be asked to explain each one in a brief paragraph:
    - Individualized roles of family members
    - Separation of work from residence
    - Leisure time activities
    - Emphasis on consumption, not production
    - Transitory relationships

13. Given the following list of influences on the family, select any two and give a brief explanation:

    Smaller families
    Fewer family ceremonial observances
    Higher divorce rate
    Residential mobility

14. Explain, either orally or in writing, at least four of the following adjustments families often face:

    Loss of family members
    Changes in family functions
    Caring for the elderly
    Method of reaching decisions
    Employment outside the home
    Achievement of an adequate income
    The varied roles of the wife and mother
    Strengthening the role of the father and husband

15. List some of the opportunities open to women at present which reflect the changing role of women in our society.

16. Describe in detail the work of a private or public agency that helps to care for dependent children.

17. Explain the need for legislation to protect children from physical abuse by parents.

18. Demonstrate an understanding of the term "social mobility" and ways families strive to achieve it. The result may be an essay or an oral report.

UNIT III: THE GOVERNMENT OF URBAN AREAS

This unit is designed to develop and sustain student understanding and interest in the process by which urban areas are governed. It is further designed to help the student realize that in order to change the present urban circumstances the citizen must understand and be knowledgeable about the present system and he must be willing to make an investment in time to bring about the desired changes. The student should become aware of the fact that governmental decision making is the result of the weighing of alternatives and the influence of competing forces

In general the unit examines the broad problems of any urban government as it attempts to meet the needs of urban dwellers. Included are problems of the machinery of urban government and its relationships with other area governments, problems of city ecology, social problems and problems of urban renewal.

The city of Wilmington is used as an example of an urban area since students should be knowledgeable and have concern for the government and problems of their own city. It is to be hoped that an understanding, concern and involvement in problems here would be sustained and transferred to any urban area where they may live.

It is not expected that all parts of this resource unit will be studied. It may well be that as the teacher and students plan the unit of work the class may decide to examine in depth only four major concerns such as housing, poverty, crime and housekeeping problems of the city.

Much content has been suggested in this resource unit in an attempt to provide flexibility and to make provision for varying student interests.

Since much of the work in this unit is based on individual research, oral and written reports and interviews, the proper procedures for strengthening these skills should be reviewed. Certainly part of the evaluation of the students' achievement in this unit should be based on the notebook the student maintains. Another part will be the subjective judgment of the teacher concerning the extent to which work with others has been carried on successfully by the student.

The major sources of useful information on this unit lie in our own community. Community agencies and governmental departments should be used to the maximum extent feasible. A student or a group of students may be sent to interview key persons and report to the class. On some occasions the entire class may be taken on a field trip. Most practical of all methods, perhaps, would be inviting appropriate resource persons to visit the class. In this instance the students should make thorough preparation on the topic and prepare a list of knowledgeable questions to ask the speaker.

A list of local agencies and government departments is included in the unit as an aid to the teacher. Also, any teacher who contemplates teaching this course should keep local newspaper clippings on file as they relate to topics covered in the unit.

OBJECTIVES

By the end of the unit the student should be able to--

1. Describe the different methods used by cities to organize their government to suit the needs of their individual communities.

2. Show an awareness of the organization of the Wilmington city government by drawing an organizational chart which indicates elective and appointive positions.

3. Demonstrate a knowledge of the power and the limitations of power granted to the city by its charter.

4. Describe, either orally or in writing, the functions, accomplishments and current problems of a particular agency such as the Wilmington Housing Authority or the Wilmington Parking Authority.

5. Citeexamples to demonstrate an understanding of the significance of the powers and limitations of powers granted to city council.

6. Explain, either orally or in writing, the structure and current problems of the local court system.

7. Demonstrate in an essay an understanding that urban and suburban areas are dependent upon each other and are an integral unit with some overlapping problems such as traffic, police, land-use, etc.

8. Contrast the advantages of establishing one government for an entire metropolitan area with the disadvantages and explain the obstacles to such a change.

9. Explain, either orally or in writing, the services rendered by the Department of Health, and the Fire Bureau (Department of Public Safety).

10. Demonstrate an understanding of the organization of the Department of Public Safety in Wilmington.

11. Give specific examples of conflicts between the city of Wilmington and the county or State of Delaware which resulted from overlapping of legal units and which produced an impasse on some issue.

12. Summarize the major problems faced by the police department in major cities and contrast these with the problems of the police in Wilmington.

13. Show familiarity with the innovations adopted by the local police department as it attempts to meet urban needs.

14. Show an awareness of the groups responsible for the repair and cleaning of Wilmington streets, the collection of refuse,the disposal of garbage and city sanitation.

15. Cite some of the major problems faced by the city as it attempts to provide "housekeeping" services for its residents.

16. Show an understanding of the problems involved in obtaining a safe water supply for the residents of Wilmington.

17. Discuss the impact the automobile has had on the shape of the Wilmington urban area.

18. Identify some of the methods used by Wilmington in an attempt to handle its automobile traffic problems.

19. Identify various methods used in Wilmington to provide better housing for its residents.

20. Show an awareness of the complexity of the problems of providing housing for low-income groups outside of center city.

21. Cite reasons for the disintegration and decay of the center city area.

22. Identify some methods employed in the "war on poverty."

23. Discuss, either orally or in writing, the conditions in urban areas that might account for the high crime rate.

24. Explain the zoning power and the power of eminent domain as they relate to land-use objectives of citizens, industry and government.

25. Write a description of an urban renewal or redevelopment project in Wilmington.

26. Identify some methods used by the federal government to aid urban renewal.

27. Show an awareness of the problem of providing for recreational and cultural needs of urban residents.

28. Appreciate and explain why urban residents and governmental agencies need to focus on the beautification of cities.

29

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
I. Some Traditional Forms of City Government A. Mayor-Council Plan B. Council-Manager Plan C. Commission Plan	1. Arrange for a student panel to investigate and report to the class on the structure of the traditional forms of city government. It would be helpful for the students to prepare governmental organization charts. These could be duplicated and distributed to members of the class to keep in their notebooks.	Williams, Irving C., Government: Its Structure and Interpretation Resnick and Nerenberg, American Government in Action p. 276-278. Good charts and graphs.
II. Machinery of Local Government: Wilmington A. The City Charter 1. Basic law of the City 2. Defines the powers of the city 3. Outlines the structure of city government 4. Charter may be granted or revoked by the state legislature 5. Creates the city as an agent of the state	2. Students should read "Wilmington Home Rule Charter" in the League of Women Voters booklet entitled "These Are the Facts: The City of Wilmington." They should discuss the charter and draw up a list of the advantages of this home rule charter and place the list in their notebooks.	League of Women Voters, "These Are the Facts: the City of Wilmington" pp. 2-6
	3. In 1965 Wilmington's Home Rule Charter went into effect after operating under the old charter for over 130 years. A student could investigate and report to the class about the methods used to obtain the new charter, persons involved and controversy over the change.	The Wilmington Public Library has microfilmed the local newspapers and these may be consulted for local issues. A speaker may be secured from the Committee of 39.
B. Executive branch 1. Mayor a. Duties b. Powers 1' Appoints heads of executive departments 2' Appoints city solicitor	4. Have a student prepare an organizational chart of Wilmington's city government which shows what positions are filled by the electorate and what positions are filled by appointment. This chart should be duplicated and distributed to each student for reference.	"These Are the Facts", League of Women Voters

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3' Recommends laws for zoning, land subdivision, buying and selling real estate c. Qualifications	5. Arrange for someone from the mayor's office to speak to the class about the duties, powers and problems of the office of the mayor in Wilmington. If the class visit cannot be arranged this material could be presented to the class by a student or a committee of students after an interview with a spokesman from the mayor's office.	Spokesman for the mayor's office
2. Some of the thirteen Administrative Departments a. Department of Public Safety b. Department of Public Health c. Department of Public Works d. Department of Parks and Recreation e. Water Department f. Department of Licenses and Inspection g. Department of Planning and Development	6. These departments are listed here in order to illustrate the organization of the executive branch of government. They will be studied later in the unit under the topic of government services.	Division of Urban Affairs, University of Delaware, "The Wilmington Parking Authority" Wilmington Housing Authority, 1400 Todd's Lane, 764-5831 Wilmington Parking Authority 9th & Orange Streets Phone: 655-4442 Public Building 10th & King Streets Phone: 658-6641 Committee of 39, Inc. 909 Orange Street Phone: 656-0766
3. Treasurer a. Elected for a four-year term b. Custodian of City Funds		
4. Independent Agencies of the State with Local Responsibilities a. Wilmington Housing Authority b. Wilmington Parking Authority c. Wilmington Board of Public Education		

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
C. Legislative Branch: City Council 1. Composition of the Council a. Twelve councilmen 1' Eight elected from districts 2' Four elected at large--only three from the same party b. President elected at large	7. Have a student committee prepare a bulletin board display entitled "Wilmington City Council." One student might prepare a map showing the councilmanic districts. Another student could prepare names of the present member from each district, indicating the political affiliation of each member.	Leaflets, League of Women Voters 719 Shipley Street Phone: 762-3715
	8. Arrange for a member of the city council from a district represented in the class by a student to speak to the class. He should speak about the responsibilities, problems and limitations of power of the city council, and should answer questions raised by the students.	Speaker from the City Council
2. Major Functions a. Hold two regularly scheduled meetings a month	9. Arrange for a class visit or a class committee visit to a meeting of the city council. A class discussion should follow the visit.	Visit to Council Meeting
b. May override veto of mayor by two-thirds majority c. Legislative power 1' Approve budget 2' Appropriate funds 3' Obtain revenue 4' Adopt capital program and capital budget d. Appoint city clerk	10. A student should be assigned to follow a particular issue before the council and keep the class informed about it by oral reports and bulletin board display of newspaper clippings. 11. Students could be encouraged to write letters to their councilmen concerning a local issue.	Local newspaper Bulletin board

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	12. Have a panel of students interview the council member from their district and report to the class on the views expressed by him concerning such topics as the following: major responsibilities of the council, major recent accomplishments, and most pressing current problems.	Interview member of City Council Speaker from City Council
D. Judicial Branch		
1. Justice of the Peace Courts 2. Municipal Court	13. An individual student or a group of students may be assigned to investigate the duties and methods of operation of the various courts. Or, speakers may be obtained from one or more of the courts to answer questions raised by students.	
3. Family Court 4. Superior Court	14. A Youth Aid officer associated with the high school may be asked to come to the class and talk about the Family Court, with which he maintains close contact.	
	15. The Committee of 39 has been active in attempts to bring about revision of the Family Court system. This organization could be contacted for a speaker who would explain the position of the organization; the organization may also have literature which a student committee might use for a class report on the proposed revision.	Obtain a speaker from the Committee of 39

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
III. Relationships of urban area governments: city, county, state	16. Discuss the boundaries of "greater Wilmington" and the reasons why the Census Bureau considers these boundaries to be Wilmington's urban area.	Wade, Cities in American Life, Chapter 5 Ebenstein and Mill, op. cit. Chapter 29, p. 572
A. Some organizational problems of metropolitan area government 1. Fragmentation of government 2. Interdependence of governments a. Traffic flow b. Land use planning 3. Duplicating costs	17. As a basis for class discussion have students read "Problems of Metropolitan Government" in Chapter 27 of the text, Problems and Promise of American Democracy. They should also read Chapter 28 entitled, "Some Means of Solving Metropolitan Problems." Students should take notes on these readings and add to their lists of problems and solutions as a result of class discussion.	
B. Some obstacles to change of governmental structure in urban areas 1. Population differences 2. Political differences 3. Governmental differences: entrenched bureaucracies 4. Fear of change	18. In February, 1971, the News Journal papers ran several articles on the possibility of a city-county government merger. A student should investigate these articles and report the arguments for and against such a merger.	The Wilmington Public Library has microfilmed the local papers and these may be consulted for local issues.
	19. Have students read the section entitled "Problems of Metropolitan Government" in the Eagleton Institute text in preparation for a class discussion. (pp. 413-417)	Eagleton Institute Problems and Promise of American Democracy, Chapters 27 and 28. "Obstacles to Urban Change", Current History, November, 1970

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
C. Some means of solving the problems of metropolitan government 1. Local solutions a. Special district government: fire districts, sewage districts, school districts	20. To illustrate special district governments a student committee could contact the various fire companies which surround the city of Wilmington. A report to the class should be made on areas served by these companies, methods of staffing and financing such companies and major problems they face.	"Editorial Research Reports on the Urban Environment" Congressional Quarterly, 1969 p. 65, "Local Government Modernization" p. 31, "Regional Government Instrumentalities"
b. Inter-government contracts c. Unilateral action: wage tax	21. A student could investigate and report to the class about the city wage tax vs. the proposed county income tax plan (February, 1971).	Elias, Gillies, James and Riemer, Metropolis: Values in Conflict. p. 269, "Innovative Techniques in Government" p. 285, "Urbanism and Government" p. 290,"Urbanism and Government: A Rejoinder"
2. Federal and state assistance	22. Several student committees could interview personnel in the following groups to determine the overlap of government, areas of cooperation and problems of these governmental departments: Wilmington Department of Parks and Recreation--New Castle County Department of Parks and Recreation	
3. Metropolitan district government a. Provide area-wide services 1' Traffic and transportation 2' Sewage 3' Planning land use 4' Set minimum standards for certain services	Wilmington Department of Planning and Development--New Castle County Planning Department	"Federal-City Relations in the 1960's", Current History, November, 1970.
	Wilmington Department of Public Works-New Castle County Public Works Department, e.g., sewage contract between city and county.	Ebenstein and Mill, op. cit. Chapter 29, p. 587ff.
b. Remaining powers left to municipalities 4. Metropolitan-county government 5. Merger of all cities into one	23. Have a student read several articles about Dade County, Florida (Miami) government. Report to the class on	Reader's Guide

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	23. (Continued) reasons why this area chose to reorganize itself and the problems it encountered.	
IV. Government Services: Wilmington A. Building and Housing Standards 1. Department of Licenses and Inspections 2. Board of Standards and Appeals	24. Invite a member of the Department of Licenses and Inspection to speak to the class about the work of this department as it issues, revokes, suspends or cancels licenses.	Brief information on each of the following department may be found in "These Are the Facts" Department of Licenses and Inspections, Public Building, Phone: 658-6641
B. Department of Health	25. Invite an official from the Department of Public Health to speak on the difficulty of providing clean air, food, water and housing to the people of the city. Ask the speaker to include as many recent developments as possible such as "rat bills", meat inspection, etc.	Public Building Phone: 655-6131
C. Police protection: Department of Public Safety 1. Organization and structure of the department 2. Membership qualifications 3. Training program 4. Problems of the department	26. A student committee could be assigned to review the report, "Police Protection in Wilmington", published by the University of Delaware's Department of Urban Affairs. The report should be presented to the class. a. Duplicate for student reference an organizational chart of the Bureau of Police. The chart should include the names of the present division heads.	Department of Public Safety Public Building Phone: 655-6131 Annual reports from some of the city government departments may be obtained.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
5. Innovations to meet the needs of urban populations	26. (Continued) b. A report on the relationship of Wilmington daytime and night-time population to the cost of manning the police force would be helpful in enlightening students about police service costs as they relate to users. c. A report may be made on the manpower used and the costs of manning the three major city areas. Reasons for the differences should be identified. d. Another report might deal with the relationship of the local police with federal, state, county and regional police.	
	27. A speaker from any of the following police divisions could present to the students the functions of the division and the problems each division faces as it attempts to meet the needs of city residents: Detective Divsion--handles all juvenile complaints and arrests Patrol Division Personnel and Training Division--recruitment and training Human Relations Office	Speaker from the Police Department
D. Fire protection: Department of Public Safety 1. Organization and structure of the department 2. Legal framework governing operations 3. Costs of fire services in Wilmington	28. Have a student committee report on the University of Delaware's report cited at the right. They may report on such topics as the following: History of Fire Service in Wilmington Legal Framework Governing Fire Department Operations Summary of Costs of Fire Protection and Fire Prevention	Fire Services in Wilmington, Division of Urban Affairs, 1967 Department of Public Safety, Phone: 655-6131

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	29. A student might interview the Chief of the Wilmington Fire Bureau to determine the location of firehouses, the equipment maintained by the department and the methods of hiring and training personnel.	Student interview
	30. A map pinpointing the location of the city firehouses could be prepared for the bulletin board.	Department of Public Works, Phone: 658-6641
E. Sanitation services: Department of Public Works	31. A student committee could be assigned to review the University of Delaware's report, "Street Cleaning and Refuse Collection and Disposal in Wilmington." The following reports should be presented to the class: An organizational chart of the Department of Public Works The extent of the street cleaning program	Report of Division of Urban Affairs, University of Delaware
	32. A speaker from the Department of Public Works could be invited to speak to the class on such problems as the following: street cleaning and maintenance; rubbish collection and disposal; sewage treatment program and its costs; The extent of the program of rubbish collection and disposal An analysis of the costs of rubbish collection and rubbish disposal as they relate to users	
	33. The Department of Urban Affairs of the University prepared a report entitled, "The	Report of Division of Urban Affairs, 1967

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	33. (Continued) Wilmington Sewage Treatment Program". A student committee should be assigned to review this report and present the following information to the class: Wilmington's Sewage Treatment Program Costs and Revenues of the Program as they relate to users Summary of Findings and Recommendations	
F. Street Construction and Maintenance: Department of Public Works	34. Students may read and report on the study entitled "Street Construction and Maintenance in Wilmington."	Division of Urban Affairs, 1967
	35. Have a student prepare a map of the city of Wilmington to show city streets which are maintained by the state. City maps are usually obtainable for the asking at the Delaware Trust Company.	
G. Water supply: Water Department	36. The Division of Urban Affairs prepared a report entitled "City of Wilmington Water System" which a student may read and report the major emphases to the class.	Water Department 16th and Market Phone: 658-6641
	37. Invite someone from the Water Department to speak to the class about the problems of providing clean water for Wilmington residents.	
V. Problems of city ecology A. Transportation 1. The impact of the automobile	38. Ask students to clip newspaper articles and pictures for two weeks dealing with transit problems in Wilmington.	Elias, Gillies, James, Riemer, op. cit., "The Automobile and Its Consequences", p. 150
	39. Assign an essay entitled, "My Life If There Were no Automobiles."	"Urban Housing and Transportation", Current History, November, 1970

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
2. The problem and challenge of moving men and goods a. Intra-city b. Metropolitan area c. Inter-city	40. On a map of Wilmington mark the routes of the main transit system. Find the nature of the transit system that preceded the present one. Explain ownership and why that system went out of existence.	Branson, Erickson, Urban America, Ch. VI.
	41. Prepare on a transparency a graph showing the production of automobiles in the United States at five-year intervals from 1905-1970. Present the graph to the class for discussion. Or, give the statistics to the students and have them make the graph.	Appel, The National Geographic Magazine, September, 1969 Leinwand, ed., Problems of American Society: The Traffic Jam
	42. Have students investigate the Wilmington Parking Authority. Why was it created? How many parking areas does it maintain? Is it a financial success? Does it pay any taxes to the city?	Greater Wilmington Transportation Authority, 1609 Delaware Ave., Phone: 655-3381
	43. Some students may be interested in going on a tour of the city with a camera and photographing places where traffic is congested. What seems to be the cause of congestion in the area photographed?	
	44. Some students may investigate and report to the class on general changes made in traffic patterns in the city in the past five years. What were the reasons for these changes? Under what authority were they made? Do they seem to facilitate the flow of traffic? Who makes the changes?	Contact the Department of Public Works
	45. Have a student investigate the controversy over the Route 202 expressway and report to the class.	Wilmington newspapers, February, 1971 and thereafter

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	45. (Continued) Include the governor's suggestions for the development of mass transit as an alternative.	
	46. What is expected to be the 1980 traffic problem? What planning is taking place to meet the challenge?	Reader's Guide
	47. Have each student bring to class a picture of problems in the age of the automobile. Use the pictures for a bulletin board display. Such items as traffic circles, traffic jams, accident scenes, advertisements for cars, for gasoline and for car parts may be of interest.	
	48. Have a student report on the impact of the automobile as far as jobs and people are concerned. How did the automobile change living and working patterns in this country?	Leinwand, ed., op. cit.
	49. As a basis for class discussion have students read pages 408-409 in Problems and Promise of American Democracy in order to learn more about the impact of the automobile on American cities. From the discussion students should add to their lists of changes brought about in cities by the increased use of the automobile.	Eagleton Institute
	50. Have a student use the Reader's Guide to locate information in periodicals on the volume of goods moved into a major city, such as New York, in a week. He should also note the major commodities moved. A report should be made to the class.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. Problems special to air transportation 4. Planning future transit systems: various proposals a. Government involvement b. "Pros" and "Cons" of mass transit systems	51. Students should find information on the location of major airports in the United States and the problems they present. They should include problems of baggage handling, noise, air pollution, etc.	Reader's Guide Alleviation of Jet Aircraft Noise Near Airports, Office of Science and Technology
B. Urban Housing 1. Extent of the problem of poor housing 2. Effects of poor housing on dwellers 3. High expense of slums a. Financial burden on city and taxpayers b. Neighborhood deterioration as middle class moves out and the poor move in c. Cost in human dignity 4. Corrective action in Wilmington (See urban planning) a. Housing projects b. Scattered site housing c. Housing for the elderly	52. Make a library assignment in which students are asked to locate, read and take notes on the following topics: a. The extent of poor housing in the United States b. The effects of poor housing on the dwellers c. The effects of poor housing on the community 53. A class discussion should be held on the above topics, based on student research. 54. Consult "Urban Development: Wilmington" listed under VII, Urban Planning in the content outline for this unit.	Wade, Cities in American Life, Chapter V Elias, Gillies, Riemer, op. cit., Chapter 2 Resnick and Nerenberg, op. cit., p. 463ff. Consult Reader's Guide for current materials on housing

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
C. Pollution of the Urban Environment 1. Air 2. Water 3. Garbage 4. Noise	55. Divide the class into four pollution committees: air, water, garbage and noise. Have these committees do research on their findings to the class. 56. Have each of the above committees prepare a section for a bulletin board display entitled "Our Polluted Urban Environment."	Leinwand, op. cit., Evanson and Erickson, op. cit., Chapter IX Congressional Quarterly op. cit , p. 145.
D. Decay of Inner City	57. Make a textbook assignment, supplemented by a library assignment, in which students are asked to list reasons for the decline of the inner city. A class discussion should be held so that students may share the information collected. 58. In order to acquaint students with the problems of a decaying city and to involve them in decisions leading to corrective action a simulation game is provided at the end of this unit. Permission to reproduce the simulation was secured from the National Council for the Social Studies.	U.S. Department of Agriculture, Soil, Water and Suburbia Social Education, October, 1969
VI. Social Problems of Urban Areas A. Poverty: An immediate Problem 1. The meaning of poverty	59. As an introduction ask students to write a short essay on the meaning of poverty. Some of these could be duplicated (no names) and distributed to the class as a basis for a discussion on the meaning of poverty.	The Economics of Poverty, Joint Council on Economic Education "Concern: Poverty", Silver, Burdett, 1970 Leinwand, op. cit.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
2. The effects of poverty 3. The fight against poverty a. Welfare 1'Inequities 2'Costs 3'Present policies 4'Proposals for action b. Public housing and urban renewal	60. Have students collect pictures which show conditions of poverty. These could be arranged as a bulletin board display titled "The Other America."	Harrington, Michael, The Other America: Poverty in the United States Ratcliffe, ed., Justice in Urban America Series, "Poverty and Welfare" Wade, op. cit., Chapter 5
	61. A panel of students could present to the class the results of their research on welfare. The panel might focus on the following: present general policies; statistics as to people aided, costs, comparisons of welfare in different state; proposals for change (include Mayor John Lindsay's court case Nixon policy and other current proposals).	Congressional Quarterly, op. cit., p. 103 "Welfare Reform"
	62. A speaker from the Department of Social Services could be asked to speak to the class about Delaware's public assistance program. The speaker might be a case worker or a member of the policy-making group.	Delaware Health and Social Services Department, Public Assistance 28th and Gov. Printz Blvd. Phone: 764-8180
	63. Student interviews with a member of the department can be arranged. The student or group of students should report results to the class.	
c. Economic Opportunity Act, 1964	64. A panel of students could report to the class on some of the following programs established by the Economic Opportunity Act: Job Corps, Neighborhood Youth Corps, Vista, Head Start. The material presented should include the present status of the program.	Krinsky and Boskin, The Welfare State Chapters 1, 3 and 4
d. Efforts made by industry to fight poverty	65. A student report might be made about the efforts of industry to aid the war on poverty.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
B. Crime 1. Widespread existence of crime 2. Types of crimes 3. Crime among the young 4. Organized crime 5. Attempts at crime prevention	66. A student report based on current magazine articles could be presented to show current crime statistics and information concerning major crimes etc. 67. A text assignment should be made in which students are asked to define the types of crime. They should distinguish between crimes against property and crimes against people. 68. A member of the Wilmington Police Department could be invited to speak to the class on the topic of their interest. 69. A student report on organized crime could be presented to the class.	Ratcliffe, ed., Justice in Urban America Series: "Law and the City" "Crimes and Justice" "Law and the Consumer" "Landlord and Tenant" "Youth and the Law" "Police in Our Changing Cities" Current History, op. cit., p. 273 Fraenkel, "Crime and Criminals: What Should We Do About Them?", Inquiry into Crucial American Problems, Prentice Hall
C. Violence: street riots	70. A student panel could prepare a report for the class on several of the major street riots of the 1960's. A possible selection might be the Watts and Detroit (both white and black) disturbances.	Hanna, Teenagers and the Law
D. Racial tensions	71. A general class discussion on reasons for urban racial tensions should be held. Students should present their ideas of what might ease tensions. 72. Ask students to list the acts of violence they observe during one evening of watching television. Keep track of the number of hours included. Use this as a basis for a class discussion of the impact of television in producing acts of violence.	Resnick and Nerenberg, op. cit., Chapter 15 Wade, op. cit., Chapter 5 "Concern: Race", Silver, Burdett, 1970 "Ghettos of America" FR-30 4 filmstrips and four records on Watts and Harlem

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
VII. Urban Renewal		
A. Tools of urban renewal 1. Definition 2. Some tools of urban planning a. Local initiative b. Zoning power c. Power of eminent domain d. Federal funds e. Private funds	73. Assign reading material on the topic of tools of urban planning. Students should take notes in preparation for a class discussion. 74. Ask students to consult references to find definitions for the terms used in the content outline and to prepare for a discussion of the advantages and disadvantages of each of the tools of urban planning suggested. 75. Some student may be able to report on the exercise of the right of eminent domain when Interstate #95 was built. It might even be possible for him to interview some of the persons who had to relinquish their property at that time.	Reddan and Saal, Sociology Branson, Erichson, op. cit. Chapters X and XI Elias, Gillies, Riemer, op. cit., Chapter 12 Wade, op. cit., Chapter 5 Articles 6 and 8 Urban Environment, "Private Enterprise in City Rebuilding", p. 83 and "New Towns", p. 163 "Systems Engineering Invades the City", Fortune, January, 1968
3. Federal commitment to renewal a. Housing Act of 1949: total clearance b. Berman vs. Parker, 1954: program contitutional c. Housing Act, 1954: emphasis on neighborhood conservation d. Creation of U.S. Department of Housing and Urban Development, 1965	76. The teacher might prepare a short lecture or explanation entitled, "Federal Commitment to Urban Renewal." Students should take notes to add to the information in their notebooks.	"The Conscience of the City" Daedalus, Journal of the American Academy of Arts and Sciences, Part II, p. 1141 Gist and Fava, op. cit., Chapter 25

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
e. Creation of National Committee on Urban Growth Policy, 1969: immediate and long-range concerns and priorities	77. Have a student read Martin Anderson's book, The Federal Bulldozer,(critical of urban renewal) and report the major findings to the class.	
4. Some "renewal" cities a. Pittsburgh b. Philadelphia c. New Haven, Conn. d. Chicago e. Hartford, Conn. f. San Diego, Calif. g. Cleveland h. San Francisco	78. A group of students should investigate urban renewal projects in the cities mentioned and report to the class what they find as to costs, leadership of projects, groups involved, and accomplishments. The panel should try to summarize the weaknesses and strengths of the various projects.	Eldredge, ed., Taming Megalopolis, Vol. 2, 1967. Chapters 16-19 "The Instant City", Fortune January, 1968
5. Controversy over methods of urban renewal	79. Have a student use the Reader's Guide to locate information on the Pruitt-Igoe federal housing project in St. Louis. This large, expensive project is being abandoned. The student should report to the class on the problems this project has encountered.	Reader's Guide U.S. Department of Housing and Urban Development, Preserving Historic America
6. New town concept a. Reston, Virginia b. Columbia City, Md. c. Irvine, Calif. d. Welfare Island,N.Y.		
7. Urban development: Wilmington a. Department of Planning and Development b. Wilmington Housing Authority c. Model Cities Program d. Civic Center Plans	80. Several students might interview staff members of the organizations involved in Wilmington urban renewal projects. Reports should be made to the class. 81. A speaker from any of the listed groups could be obtained to explain the urban renewal work of the agency. 82. Materials illustrating urban renewal projects may be obtained or made and used for a bulletin board display.	Wilmington: Consult the following urban renewal plans: Department of Planning and Development, Phone: 6586641 Wilmington Housing Authority, Phone: 764-5831 Model Cities, Phone: 658-5030 Greater Wilmington Development Council, Inc.,Phone: 658-5263

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
e. Greater Wilmington Development Council f. Examples of citizen action groups 1' United Neighbors for Progress 2' West Side Conservation Association		West Side Conservation Association, Inc.; Phone: 656-6567 United Neighbors for Progress Phone: 652-3079 U.S. Department of Housing and Urban Development: Improving the Quality of Urban Life.
B. Recreation	83. A student report on Wilmington parks could be presented to the class. The student might indicate whether or not the provision for parks is adequate	
C. Culture	84. A speaker from any of the following agencies could be invited to speak to the class about leisure-time activities: Y.W.C.A. Y.M.C.A. Boys' Club Recreation and Promotion Services, Inc.	Y.W.C.A., 908 King Street Phone: 658-7161 Y.M.C.A., 11th and Washington Phone: 656-6611 Boys' Club, Elm and Jackson Sts. Phone: 658-4514
D. Beautification	85. A student report on "Beautification Attempts by Cities" could be presented to the class. Such a report might stimulate discussion on what might be done to beautify Wilmington.	Reader's Guide
	86. A student could prepare a bulletin board display which would illustrate the ugliness of American cities and attempts being made to beautify cities.	
	87. From a class discussion make a list of the things students consider as adding	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	87. (Continued) to the "ugliness" of Wilmington and a separate list of things which add to the beauty of Wilmington. A general discussion could follow on what inexpensive ways could be utilized to make Wilmington more attractive. 88. The simulation which follows was suggested in Activity No. 58.	

THE CITY GAME **

Do it yourself--tear down slums, build a museum, plant a park, and make a city beautiful and fun.

Millions of Americans feel that the problems involved in making our cities beautiful are too hard to solve. They are the type of people that spend much time griping and little time offering useful suggestions. Now is the time to stop griping! Here is your chance to redesign a city. Show us how you would do it! Simply follow the instructions below and give our model city a facelift!

HOW TO PLAY

1. Read about Metropolis as it is today and decide what is wrong with it.
2. Study the 19 Action Steps, which are changes you can make in the city during the next 20 years.

** Reproduced from Social Education, October, 1969, by permission of the National Council for the Social Studies.

ACTIVITY NO. 88 (continued)

3. On your City Planning Chart, work out the order in which you will make your changes. You may use as many as Three Action Steps in each of the Five-year periods. You will want to attack the most important problems first. Consider the long range effects on each Action Step before you choose the next step. Don't be a dreamer--remember somebody has to pay for any expensive improvements. You will most likely need to include some way for the city to find more money.

4. If you want to make changes that are not on the list, that is O.K. However, use no more than three original ideas, marking them X,Y, and Z.

THIS IS THE CITY TODAY:

Metropolis squats at the meeting of two major rivers, north of New Orleans and west of Boston. It is, like many American communities, basically ugly with a few beautiful touches here and there. It is certainly less attractive than it was 20 years ago. The air is filled with pollution and the parks are unkempt.

The Metropolis Chamber of Commerce says "business is great," but the city's economic peak was over 10 years ago. Since then, there has been little growth of business in Metropolis. Some businesses are hurt especially and their failure rate has zoomed up in the last five years. People just aren't attracted to Metropolis like they used to be.

Metropolis itself is nearly bankrupt. Middle-class people have been moving away from Metropolis to places where the parks are kept up and the streets are free of trash.

Property values have gone down in many parts of the town and property taxes are as high as homeowners will stand. There is already a five percent sales tax and voters are reluctant to pass a bond issue to beautify and clean the city. Many voters feel that beautifying and cleaning the city is an unnecessary luxury that they cannot afford.

ACTIVITY NO. 88 (continued)

Since the people of Metropolis are unwilling to pay for any improvements for their city, few people are attracted to move into the city. In addition, there are some neighborhoods that are in sad shape and desperately need to be modernized. Urban Renewal has torn down some slums and built some new high-rise apartments. Not only are the new apartments ugly, but they are too expensive for the people who lived in the slums to rent. Therefore, the unattractive slums have not been removed but have simply gone to another part of Metropolis. No new public housing has been built although federal funds are available. To make matters even worse, the city has done very little to take care of lawns and trees in public places due to lack of funds and little interest. Billboards have replaced trimmed shrubs and people are allowed to burn trash and garbage any time of the day resulting in bad odors and air pollution. Traffic congestion is also a constant source of noise and air pollution.

The arts in Metropolis have suffered also. The symphony is threatening to move to another city where it can find bigger audiences, and the art museum has not been able to purchase a new work of art in the last four years.

Obviously, if Metropolis is going to attract interested people who can bring it back on its feet, it will have to become a more beautiful city.

Can you solve its problems?

ACTIVITY NO. 88 (continued)

THESE ARE THE ACTION STEPS--Choose only those you think will work.

1. Levy a city income tax.
2. Raise the sales tax on luxuries.
3. Ask the Federal Government for a large share of money.
4. Collect admission fees from all people entering Metropolis by train, bus or plane. Put a toll on all autos coming into Metropolis.
5. Double the amount of public housing.
6. Have low-cost housing for poor families, with no down payment necessary.
7. Support the symphony orchestra and an opera company with public funds.
8. Sponsor outdoor art shows and street musicians.
9. Start an environmental control board to approve new designs of all buildings, renovations, signs, and billboards.
10. Provide free garbage collection in all parts of the city.
11. Ban trash burning in Metropolis and regulate where the trash is dumped.
12. Build a dome over the entire city to control climate and air pollution.
13. Commission a study of Metropolis's future growth and needs.
14. Give all new businesses coming into Metropolis a 10-year period free from city taxes.
15. Put an income limit on people living in Metropolis. No family of four earning less than $5,000 a year will be permitted to stay.

ACTIVITY NO. 88 (continued)

16. Build a city nuclear power plant.

17. Create a city housing authority to own and rent all housing in the city.

18. Build more highways in Metropolis and double the parking space.

19. Develop city-owned vacation areas near Metropolis where low-cost hotels, cottages, and camping areas are available to the people.[3]

[3] Adapted from Jerome Berger, "Community Games" (multilithed). Saint Louis: Laclede Town Company, 1967.

SUGGESTED EVALUATION PROCEDURES

1. Write a paragraph describing two of the three traditional forms of city government.

2. Given an organizational chart of the city of Wilmington, the student should identify which offices are elective and which are appointive.

3. From the following list students should identify those elected to office and those appointed: City Solicitor, President of City Council, Mayor, City Treasurer, members of City Council, Head of the Department of Public Safety, members of the Wilmington Housing Authority.

4. The student should be able to write an explanation of two of the following:
   a. The limitations of city government power as set by the city charter
   b. The powers of the City Council
   c. The powers of the office of mayor
   d. The Wilmington Housing Authority: its functions, major accomplishments and current problems
   e. The Wilmington Parking Authority: its functions, major accomplishments and current problems

5. Student notes collected from assigned readings, filmstrips and class discussion on the following topics should be collected and evaluated by the teacher:
   a. Organizational problems of metropolitan area government
   b. Obstacles to change of government structure in urban areas
   c. Methods of solving the organizational problems of metropolitan government.

6. Ask students to write an essay entitled "Why I Do Not (Do) Believe Wilmington and New Castle County Will Merge Into One Government During the Next Ten Years."

7. List several examples of conflicts between Wilmington and New Castle County during the past year. Explain the issue, outcome or present status of one of the conflicts, e.g., parks, police, taxes, unification of government services.

8. Select one from the following list of city departments and write an explanation of the organization, services rendered, source of revenues to pay for services, and major current problems

8. (continued)

of the department selected:
a. Department of Public Safety
b. Department of Public Works
c. Department of Parks and Recreation
d. Department of Planning and Development.

9. Make a list of the numerous ways the city of Wilmington has changed as a result of the impact of the automobile. Such a list might include growth of the suburban area, decline in center-city population, construction of freeways, parking lots, gasoline stations, etc.

10. Make a list of methods used by Wilmington to handle traffic problems. Such a list might include one-way streets, limitations on parking, left-turn lanes, synchronized traffic lights, traffic policemen during rush hours, etc.

11. Make a list of reasons why residents outside center city have objected to low-cost housing being built in their localities. Such a list might include added traffic problems, lack of school facilities, inadequate water and sewage facilities and fear of property devaluation.

12. Write an essay which explains how one of the following agencies has helped to improve housing for Wilmington residents or has been involved in an urban renewal project:
a. Department of Licenses and Inspection
b. Wilmington Housing Authority
c. Model Cities
d. Department of Planning and Development

13. Students should write a paragraph explaining the reasons for the decay of center city. It should include such reasons as automobile and truck transportation making suburbs possible, traffic congestion, parking problems, inefficiency of high-rise buildings for industry, etc.

14. Write an essay explaining how the Economic Opportunity Act of 1964 was intended to attack poverty. List four specific programs established by the law, e.g. Head Start, Vista, Job Corps, Neighborhood Youth Corps, etc.

15. Write an explanation of the zoning power and the power of eminent domain as it relates to the problems of land-use by citizens, industry and government.

16. List some innovations adopted by the local police force in attempting to serve the city and explain one such new approach.

17. Explain the conditions in urban areas which may help to account for the high crime rate.

18. Cite examples of methods used by the federal government to aid urban renewal.

19. Write an essay explaining the great need of urban dwellers for recreation and cultural opportunities and for beautification of their environment.

UNIT IV: THE ECONOMICS OF THE CITY

The economic institution is considered by many to be the dominant institution in American Society. Although the major purpose of this unit is to study the economic institution as it relates to the city and to urban people, it is first necessary to examine a few basic economic concepts.

In this unit the economic institution is examined in relationship to the other social institutions. A study is made of the city as an economic system, the effect of this complex system on the people of an urban area and the multiplicity of roles, group relations and behavior patterns involved. The effect of women in the labor force, automation, specialization, occupational mobility and other economic trends as they relate to urban living are also studied. Included in the unit is an examination of the fiscal dilemma facing cities today.

As this unit is studied the teacher is encouraged to relate, at all times, the economic principles, concepts and trends to people and to their effects on people.

OBJECTIVES

By the end of this unit the student should be able to:

1. Demonstrate orally or in writing the meaning of the term "economic institution."
2. Explain the three basic questions that must be answered by any economic system.
3. Identify the basic factors of production in an economic system.
4. Cite the three types of decision-making units in the economic system.

5. Identify three methods of harmonizing conflicting decisions as to how scarce resources will be used.

6. Define the private and public sectors of the economy.

7. List at least five goals of the American economic system and explain how economic goals may conflict with each other.

8. Show an awareness of the relationship of the economic institution to other social institutions by participating in a class discussion.

9. Identify at least five current trends which may be observed in the American economic institution.

10. Identify several advantages of a downtown location for a business or industry.

11. List several characteristics of an urban complex which would encourage the location of industry in the area.

12. Demonstrate an understanding that all cities have an economic base by giving at least four examples.

13. Identify the factors which determine the limits of the trading area of a city.

14. (a) Show how decisions on the use of urban land are largely determined by the market system and (b) identify the limitations of the market system in determining land usage.

15. Summarize the major changes that have occurred in the occupational structure of the American work force in the twentieth century.

16. Support with evidence the statement that women occupy an increasingly important role in the American work force.

17. Describe the major changes that have occurred in the position of Negroes in the occupational structure of our economic system in the twentieth century.

18. Identify, either orally or in writing, major occupational trends associated with urbanization.

19. Summarize the relative advantages and disadvantages for the individual worker of occupational specialization.

20. List and explain the effects of automation on the worker and on industry.

21. Contribute to a class discussion of the statement, "Occupational mobility is a major characteristic of the American labor force."

VOCABULARY

agglomeration
allocation
capital
command economy
"economic base" of cities
economics
external economics
functional specialization
labor
land
management
market economy
scarcity
specialization

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
I. The economic Institution A. Definition of the economic institution	1. Ask students to list on paper ideas they may have which could help define an economic system. After about fifteen minutes divide the class into small groups and have them compile an explanation of an economic system that is agreeable to the majority of the group. Duplicate these for distribution to the entire class. Come to a general agreement as to a definition of the economic system or institution. Make a reading assignment, after which students should make adjustments in their definition.	Eagleton Institute, Problems and Promise of Democracy, pp. 156-160
B. Functions of an economic system 1. Basic economic questions a. What goods and services shall be produced? b. How shall resources be allocated for the production of goods and services so that the greatest good is obtained?	2. Students should understand that resources are scarce and human wants unlimited. Therefore every economic system must answer the questions of what, how, and for whom goods will be produced. Students should be asked to give examples of choices governments have made. e.g. "guns instead of butter" or carrying on a war in Asia instead of expanding social services at home.	
c. How and to whom shall these outputs be distributed?	3. Use Economic Transparency No. 2 in the school library. It is entitled, "The Universal Economic Questions." It presents four methods of determining what is produced, for whom it is produced and how it will be distributed?	Economic transparencies, School Library Reddan and Saal, Sociology, pp. 32-35

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
2. Basic factors of production in an economic system a. Land b. Labor c. Capital d. Management	4. Make a reading assignment to be used as the basis of a class discussion about the factors of production. Ask students to add to their notebooks explanations of these terms: land, labor, capital, management.	
3. Production, distribution and consumption of goods and services	5. A filmstrip is available in the school library which presents an explanation of the factors of production. After viewing the filmstrip have students review the major points.	School filmstrip library Economics texts Koller and Couse, Modern Sociology, pp. 178-179 Learning Resources Center (Sd. 78.3)
	6. Show the film, "Productivity: Key to America's Economic Growth" in order to enable students to obtain an overview of the functions of production, distribution and consumption of goods and services.	
4. Three types of decision-making units	7. The teacher should prepare a short presentation, using a transparency, which illustrates the fact that business firms, households (individuals) and government are all seeking scarce goods. The presentation should include an explanation of methods for reconciling these conflicting demands.	Economic transparencies, School Library
5. Harmonizing of conflicting decisions about use of scarce resources: tradition government fiat (command economy); the market system	8. Present the following to each student for his individual choice: "You have the alternative of eliminating one of the following services or of having your wage tax increased by $100. What is your choice?" Choice One: --Raise the wage tax	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	8. (Continued) Choice two: Eliminate one of the following: --Cut garbage removal from twice a week to once a week --Close down three fire stations, leaving the city with ten --Eliminate driver education classes in the local high school --Cut aid to welfare recipients by one-fourth --Cut the police force by ten percent In reality taxpayers are not usually given such a choice, but this activity may be used to illustrate the need of government to reallocate resources through taxation for social needs. It also illustrates the fact that economic decisions involve choices between alternatives.	
6. Scarce resources used to satisfy two sectors of the economy a. Private--food, shelter, clothing, luxuries b. Public--merit wants	9. Have students add to their notebooks definitions of the private and public sectors of the economy as explained by the teacher.	
7. Basic goals of the economic institution	10. From a reading assignment ask students to list in their notebooks the basic goals of the economic institution. Ask students to determine which goal or goals are being sought in each of the following instances:	Calderwood, James D. and Fersh, George L., Economics In Action, pp. 23-33

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
a. Growth b. Stability c. Efficiency d. Security e. Justice f. Freedom	10. (Continued) a. An individual purchases an insurance policy b. The government extends the benefits of the Workmen's Compensation Laws c. An individual decides to spend income for a color television set d. The government adopts a policy to control inflation e. A group of individuals applies to the state legislature for a charter for a new company f. The government adopts a law increasing the minimum wage law g. It is revealed that the Gross National Product increased from 200 billion dollars in 1939 to 681 billion in 1965 h. Removal from union contract provisions which guarantee "unnecessary jobs for workers, as in featherbedding" e.g. firemen on diesel locomotives i. Adoption of a city welfare program 11. The discussion of the above should lead students to realize that economic goals may conflict. Present the following and ask students to identify the conflicting goal or goals: a. Wage and price control to prevent inflation (stability vs. freedom) b. Tariff on foreign goods to protect domestic producers (security vs. efficiency) c. Construction of highways which bypass cities (growth vs. justice) 12. The teacher could prepare a bulletin board display of current headlines and have students identify the economic goal each reflects.	Eagleton Institute, op. cit. pp. 162-170

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
C. Relationship of the economic institution to other institutions 1. Most dominant of the basic institutions 2. Economic values and the roles of family members 3. Multiplicity of roles, group relations and behavior patterns 4. Sharing by private and public sectors with the less privileged 5. Creation of social problems by economic institutions	13. Ask students to read the section in the Eagleton Institute text entitled "Attitude and Roles in American Society" and the section in Reddan and Saal entitled "Dominant Factor." Ask them to organize their notes on the basis of the relationship of the economic to other institutions: a. Family b. Religion c. Government d. Education This material should be used as a basis for a class discussion of the following question: "How does the economic institution relate to the other institutions in American society?"	Reddan and Saal, op. cit. pp. 35-36 Eagleton Institute, op. cit., pp. 46-52
	14. Put the following question on the chalkboard: "Does the economic institution dominate American society and culture?"Divide the class into small groups. Ask them to discuss the question and report their conclusions and justifications to the class.	
D. Trends of the American economic institution 1. From simplicity to extreme complexity 2. Role of big business, big labor, big government and advanced technology 3. Toward centralization and regulation 4. Less influenced by other institutions as it becomes more complex 5. Impersonal organization through a complex system of money, prices, markets, and management 6. Extremely influential in shaping the city 7. Growing preference for carrying on economic activity in an urban context	15. As a lesson in the development of the skills of listening and note-taking the teacher could present to the class the major trends of the American economic institution. A series of transparencies could be developed to make the presentation more effective.	Reddan and Saal, op.cit. pp. 46-47
	16. A group of students could use the material presented on economic trends to prepare a bulletin board display illustrating these trends. They could use current magazine or newspaper articles.	Maher, John E. and Symmes S. Stowell, eds. The Economics of the Cities
	17. A panel of five students could prepare brief reports for the class on how each of the following is an illustration of the trend toward government regulation or centralization: a. F.T.C. d. Social Security Administration b. I.C.C. e. TVA c. F.C.C. f. Medicare	Joint Council on Economic Education

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
II. The City as an Economic System A. Economic advantages of a downtown location 1. Access to markets 2. Speedy communication with other firms 3. Benefit of sources outside a firm's own structure a. Dependency on outside suppliers of goods b. Government supplier of services (fire and police protection, water, etc.) 4. Flexibility of downtown resources a. Availability of labor b. Availability of office and storage space	18. Pretend that each member of the class is going to start an advertising agency. Ask each student to list all the reasons why he might select a downtown location. Compile the lists into one on the chalkboard. The teacher may need to help supplement the list.	Maher and Symmes op. cit. pp. 7-8
B. Factors which influence economic growth and industrial expansion of cities 1. Geographic location 2. Natural resources, including climate and scenic beauty 3. Quality of labor force 4. Quality of cultural and recreational facilities 5. Provision of public services by local government 6. Civic leadership which encourages development 7. Location where production inputs (labor,	19. You have the choice of locating your new company which will employ 500 people and manufacture a precision instrument for space satellites in City A, City B, or City C. After thorough investigation you have selected City B. Make a list of the reasons for your selection. Divide the class into small groups and ask students to compare the reasons they gave. Compile these into one list acceptable to the group. Duplicate these for the class after making sure the list is accepted by the group. 20. Prepare a picture essay for the bulletin board or use the opaque projector to project a picture which illustrates the reasons why cities developed in certain areas. The Rise of the City contains excellent picture essays.	Cole, William E. and Montgomery, Charles S., High School Sociology, pp. 167-169 Maher and Symmes, op. cit. pp. 4-7 Gist, Noel P. and Fava, Sylvia F., Urban Sociology, pp. 246-247

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
7. cont. raw materials) can be easily assembled 8. Good transportation system 9. Access to buying and selling markets 10. Location within a profit making area 11. Early historic start in establishing financial and industrial complexes		
C. Factors which encourage a trend toward decentralization 1. Lesser importance of rail and port locations 2. Obsolete street lay-outs not advantageous for truck transportation 3. Operating efficiency of single-story lay-outs 4. High rise buildings not suited to modern technology 5. Local tax policies	21. A bulletin board display might be used to illustrate and explain factors which tend to encourage decentralization. Some city scenes would help make the point.	
D. The increase of efficiency resulting from a system of urban centers 1. Functional specialization increases production a. Production of goods and services which utilize the resources of cities most efficiently b. Importation of goods and services produced more efficiently elsewhere	22. The teacher should prepare a short presentation which explains the meaning of the terms "functional specialization" and "locational specialization" and their relationship to production. Students should add this information to their notebooks.	Daugherty, Marion R and Madden, Carl H., The Economic Process, pp. 117-120
	23. To illustrate that all cities have an economic base from which they expand present a list such as the following to the class for identification:	Gist and Fava, op. cit., pp. 245-248

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
c. Functional types of cities according to dominant economic activity 1' Manufacturing 2' Retailing 3' Diversified 4' Wholesaling 5' Transportation 6' Mining 7' Education 8' Resort or retirement 9' Financial	23. cont. a. An advertising city b. A garment city c. A steel city d. An automobile city e. A chemical city f. A railroad city g. A resort city h. A space city i. A finance city Ideas to be developed from this activity as the class discusses the list are: a. All cities have an economic base. b. Different cities have different economic bases. c. Peripheral industry springs up within cities to complement the economic base. d. The economic base of any city may change.	Maher and Symmes, op. cit., p. 10
2. Locational specialization increases production a. Decline of economic activity as distance from a major urban center increases b. Boundaries of economic growth as set by the market system c. Limit of the trading area of a city as set by competition with other cities	24. The teacher should explain the "range of metropolitan dominance." This should include an explanation of three areas of metropolitan influence (primary, secondary, tertiary) as presented by Gist and Fava.	Daugherty and Madden, op. cit., pp. 120-124
	25. Students should collect the following information in order to understand how the economic activity of other urban centers affects Wilmington. A class discussion should follow the collection of information. Several students should be assigned to obtain the following information: a. Visit two major food markets and obtain the location of their wholesale dealers and the frequency of deliveries. b. Visit two newspaper stands and obtain if possible the name and quantity of the two out-of-town newspapers with the largest circulation.	Gist and Fava, op. cit. 249-264

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	25. cont. c. Make a class survey of the following: 1' Origin of Sunday paper read in students' homes 2' Location of out-of-town radio station listened to most often 3' Location of television stations watched most frequently 4' When you go to the "city", where do you go?	
E. Internal structure of an urban center as a reflection of market uses of land 1. Market forces as a means of allocating urban land to industry and individuals 2. Limitations on operation of market system in urban land use a. Discrimination in the housing market b. Inadequate expression of social interests (value of land for parks, churches, etc.) c. The exercise of the power of eminent domain d. Government policy of subsidizing housing	26. Make a reading assignment on the "Market System in the American economic system." Ask students to take notes which explain this topic. Through class discussion help each student to understand how the market system operates.	Daugherty and Madden, op. cit., pp. 124-126 Calderwood and Fersh, op. cit., pp. 100-103
	27. You have just inherited 1/4 acre of land three blocks from the center of a city with a population of 100,000. Write a short paragraph which explains what you decide to do with this land and the reasons for your decision. The teacher should collect the papers and share the contents with the class. Determine how many students decided to locate the "most profitable industry" on the land. Also determine how many students considered social uses for the land.	Classroom library of economics texts Daugherty and Madden, op. cit., pp. 124-126
	28. Put the following on the chalkboard: An unfortunate disaster has left the area between Cleveland and Greenhill Streets and Lancaster and Fourth Streets vacant. List some of the uses which might be made of this land, and some of the groups who might be interested in it. In a general class discussion of the above, students should become aware that individuals, business firms and the government might desire the land. Determine how	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	28. cont. the decision for use of this land might be made. (market system, government power of eminent domain, etc.)	
F. Allocation of resources and urbanization 1. Basic cost of human activity 2. Agglomeration (large scale organization and operations) as an aid in the reduction of space costs	29. The teacher should review with students the following basic economic questions as they relate to the city: a. What goods and services shall be produced? b. How shall resources be allocated for the production of goods and services? c. How and by whom shall these outputs be distributed? d. How do we reap the benefits of the city with the least cost in terms of real resources? Also a review of these questions should include their close relationship with the economic goals of efficiency, growth, stability and justice.	Maher and Symmes, op. cit., p. 2
3. Need for orderly and rational agglomeration 4. Economic reasons for agglomeration a. Reduction in the amount of time and other resources needed for transportation and communication b. Use of "saved" resources for other economic activities c. Agglomeration as a means of economizing d. Man's inherent tendency to agglomerate	30. To aid students in their understanding of the processes of urbanization and agglomeration the teacher should prepare a short summary of Ralph Kaminsky's "Cities and the Tyranny of Space." The overhead projector should be used to make this presentation more effective. The major points to be emphasized are as follows: a. Technology and literacy are important in facilitating the shift from a rural to an urban people. b. Invention and cultural diffusion are means by which technology and education are introduced and improved in a society. c. Technical and intellectual innovation breed further innovation, accelerating the rate of change and resulting in industrialization and urbanization. d. Industrialization and urbanization are	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	30. cont. processes which stimulate and reinforce each other. e. The explosion of population within the concentrated areas of cities and the development of large scale social organization and operation are consequences of urbanization.	
5. Non-economic reasons for agglomeration a. Political b. Defensive c. Religious d. Cultural e. Recreational	31. To help students understand economic reasons and non-economic reasons for agglomeration ask them to list on paper the following: a. Amount of time spent each day getting to and from school b. Uses which the student could make of the "saved resource" (time) if he lived closer to school c. Reasons why students spend the time in this manner (travel) when there may be another school available closer to his home. Have a class discussion based on student responses to the above questions. Follow this with a listing of economic reasons and non-economic reasons for agglomeration. 32. The purpose of the following activity is to help students understand how their families fit into the urban complex and its allocation of resources to the production and distribution of goods and services. Distribute the following questions to the students and ask them to answer any or all of the questions which describe a family member's typical day at work: a. How is the service of the bus trip to work provided? b. What does the worker help to produce? c. Why is the production of this product located where it is?	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	32. cont. d. What kinds of machines are used to help in the production process? e. What kinds of educational skills are required in this work? f. How does the product get into the hands of the people who need it? g. Can everyone who wants this product purchase it? h. Is this system of production and distribution both efficient and just? Have students compile their answers and draw some conclusions in class discussion. Based on the conclusions drawn from the above activity, ask students to suggest existing problems in Wilmington which they believe should be solved if we are to continue to be an efficient, orderly and workable agglomeration. For example, consider such problems as: a. Lack of effective mass transportation system b. Amount of land space allocated to parking facilities as contrasted with other possible uses.	
6. Costs of agglomeration in terms of resources a. Creation of congestion b. Costs resulting from congestion	33. Ask students to return to their personal problem of traveling to school. Ask those who travel the greatest distance at what point they believe their "costs" would exceed the benefits. Now ask students to list the costs of agglomeration or urbanization which may have begun to exceed the savings derived from agglomeration.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
III. Work in an urban setting		Gist and Fava, op. cit. pp. 316-319
A. Changing occupational structure 1. Growth of specific occupations a. 1940-1950: industrial engineers increased by 244% office machine operators by 137% librarians by 54% bartenders by 70%	34. Present a copy of the following statistics on the growth of specific occupations to each student. In class analyze the trends and the significance of these on the urbanized world.	Calderwood and Fersh, op. cit., p. 78 Reader's Guide to Periodical Literature
b. Percentage distribution of persons in major occupational divisions	Percentage distribution:	Biesanz, John and Biesanz, Mavis, Modern Society, Chapter 20, pp. 361-391
c. Growth of cities associated with growth in fields such as: 1' Aeronautics 2' Electronics 3' Nuclear power 4' Scientific training and research 5' Home construction		

	1900	1960
Professional and technical	4.3%	10.3%
Managers, officials, proprietors	5.8%	10.1%
Clerical workers	3.0%	14.4%
Craftsmen	10.5%	12.9%
Operatives(semiskilled)	12.8%	17.9%
Private household workers	5.4%	3.2%
Service workers	3.6%	9.2%
Farm and farm managers	19.9%	4.3%
Farm laborers	17.7%	5.2%

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. Urban phenomenon: Statistics on women gainfully employed outside the home: Female workers residing in cities, 80% Over age 14 and gainfully employed, 35% Percentage of married women gainfully employed, 32%	35. The unit on the family dealt extensively with the role of women gainfully employed outside the home. The facts in the content column at the left could be presented to the class and the impact of the gainfully-employed mother reviewed with the class.	
	36. A student could investigate and report to the class on the beneficial aspects of the working mother. (Personal satisfaction received from employment, effect of child care by trained personnel, additional income for the home, etc.)	
	37. Ask students to bring to class the newspaper want ad section advertising jobs. Use this in an attempt to answer the following question: "Is there a lack of jobs for the urban unemployed or do the unemployed merely lack the educational and technical skills necessary to perform the available work?"	
4. American minorities and the occupational structure a. Decline of group specialization in the United States b. Changes in the position of the Negro c. Factors in breaking down the barriers of discrimination 1' Unionization of workers in cities 2' Legislation 3' Mass pressures by organized groups	38. Reproduce on a transparency the chart entitled "Percentage of Negro Workers in Major Occupational Categories, 1910-1965" as given by Billingsley. Ask students to interpret the chart by specifying the major changes that have taken place during this period.	Billingsley, Andrew, Black Families in White America, p. 85

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
d. New trends in urban employment for Negroes 1' Increase in higher-level occupations 2' Decline in employment in private households		
B. General new occupational trends associated with urbanization 1. Decline in numbers of domestic servants 2. Expansion of occupational opportunities in white collar and semiskilled jobs 3. Emergence of employee society a. Early 19th century: four-fifths of working force self-employed b. Turn of 20th century: one-third self-employed c. Middle of 20th century: one-fifth of working force self-employed d. In 1967 the labor force of 79 million consisted of: 3 m. --armed forces 3 m. --unemployed 8 m. --self-employed 65 m. --employees	39. Put the following statement on the chalkboard: "One of the general trends associated with urbanization has been the decline in the number of domestic servants." Have a general discussion as to whether or not students agree or disagree, and the reasons why they believe this change has taken place. What effect might this change have on the family?	Gist and Fava, op. cit. p. 321 Calderwood and Fersh, op. cit., p. 78 and p. 289
	40. A student might investigate and report to the class on the growth of janitorial service companies.	Daugherty and Madden, op. cit., pp. 362-364
	41. Ask students to discuss the reasons why occupational opportunities in "white collar" and semiskilled jobs are on the increase. They may discuss what this trend means with respect to educational qualifications.	MacGraw, Frank M., and Phelps, Dean R., The Rise of the City, Ch. 1, pp. 17-38 Ch. 16, pp. 373-390
	42. The teacher should present to the class the material on the emergence of an "employee society." Divide the class into small groups and ask them to prepare for the class their combined opinions on the following questions: a. Why has this trend toward an employee society occurred? b. What effect does this trend have on the family?	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
4. Workers in service industries exceed those in manufacturing by 1956	43. Have a student investigate and report to the class on service industries. This should include identification of service industries, rate of growth of these industries and reasons for growth. 44. Present a list of occupations to the class for their identification as to "service industries" or "other". The list might include any occupation associated with such service industries as retailing, entertainment, travel, sports, medicine, law, repair, beauty culture, etc. 45. Have a group of students prepare a large bulletin board display. It should illustrate "growth fields of occupation", "impact of women", "new role of minorities" and "new occupational trends associated with urbanization."	
C. Division of labor and professionalism 1. Occupational specialization and expertness a. Two levels of experts 1' Skill or knowledge obtained rather easily 2' Skill or knowledge involving prolonged training and experience b. Creation of occupational dependency because of specialization c. Increased interdependency and coordination of work roles 2. Professionalism	46. Prepare a bulletin board display or a picture essay which illustrates the specialization of jobs involved in building a home: carpenter, bricklayer, electrician, cabinetmaker, plumber, etc. 47. Ask students to pretend they have become expert or skilled as a sewing machine operator in a factory which makes men's bluejeans. Your job is to stitch the outside seams of the trousers. Make a list of all the reasons you might like or dislike this occupation. Compile a general class list of objections to such a job. The list should include the major objections to any routine factory job.	Gist and Fava, op. cit., pp. 422-424 Daugherty and Madden, op. cit., pp. 46-52 Reddan and Saal, op.cit., pp. 52-53

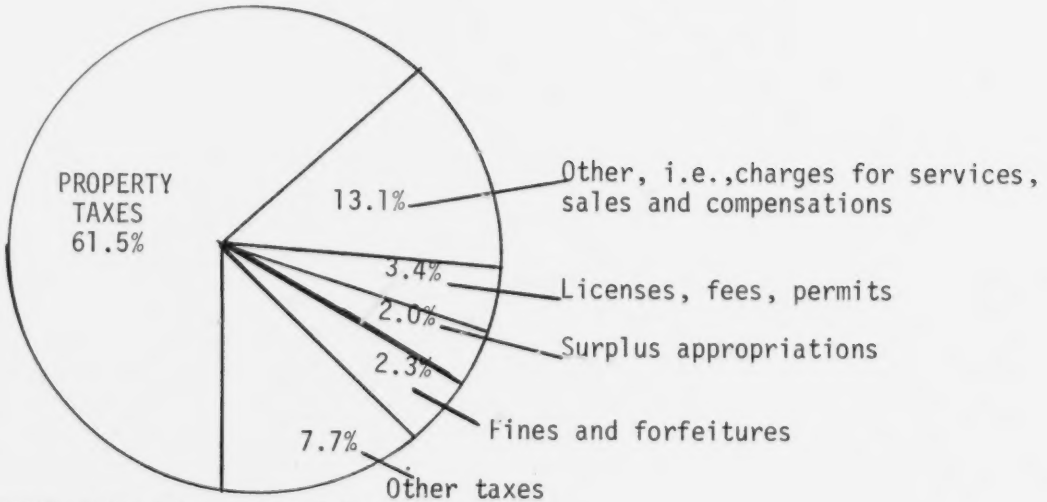
CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
a. Trend toward professionalism as a result of occupational expertise b. Steps toward creating professional status 1' Change of name of occupation 2' Creation of organizations restricted to "professional group" 3' White collar professional emergence in the professional manager: city manager, hospital manager	48. Have two students prepare reports for the class on the following: a. Advantages to both the society and the individual of specialization of occupations b. Disadvantages of specialization for the individual. This should include such disadvantages as the following: loss of freedom (employee society) loss of economic security condemned to monotonous tasks loss of pride in accomplishments of the finished product job not rewarding (means of livelihood) mental dullness (narrow mental vision) possible feeling of being unable to communicate with persons outside area of specialization loss of close personal relationship (medical general practitioner replaced by specialists) fine techniques of craftsmen lost to society (blown glass, hand carved furniture, etc.) 49. Place on the chalkboard a list of positions or occupations. Ask students to identify the present name used by each which illustrates a step toward the professionalization of the occupation. A list might include such occupations as: a. private secretary (administrative assistant) b. traveling salesman (manufacturer's representative or sales engineer) c. laboratory technicians (medical technicians) d. junk dealer (salvage consultant) e. embalmer (funeral director) f. dental assitant (dental hygienist) g. etc.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
D. Scientific revolution and automation 1. Midcentury urbanization and industrialization characterized by automation 2. Trends resulting from automation a. Creation of new jobs b. Destruction of existing jobs c. Demand for new skills, knowledge and training programs d. Shorter work week e. More leisure time f. Expediting of production g. Creation of problems of distributing greater quantity of goods h. Invasion of office, salesroom and laboratory i. Automation of areas of most economic growth	50. Use an opaque projector to show the inside of a factory fifty years ago and one today. This will illustrate dramatically the changes brought by automation. 51. A class visit to the telephone company or newspaper office would illustrate the impact of automation. A filmstrip can be secured from the News-Journal company to illustrate automation in the gathering and distribution of news. 52. Have a student investigate and report to the class concerning the new trend toward a four-day week of work and its effect on production and leisure time.	Gist and Fava, op. cit., pp. 324-332 Eagleton Institute, op. cit., p. 164 Calderwood and Fersh, op. cit., pp. 227-231, pp. 461-462 Reader's Guide MacGraw and Phelps, op. cit., pp. 374-390 Daugherty and Madden, op. cit., pp. 290-306, p. 364
E. Occupational mobility 1. Intergenerational: changes in occupation between father and sons 2. Biographical: changes in individual's own work career 3. Expansion of status-bearing occupations leading to more opportunities for upward mobility 4. Usual extent of upward mobility of factory workers to foreman or supervisor	53. Make a quick survey of the class to determine the number of students who plan to follow the occupation of their mother or father. Use the collected information as a basis for a discussion of intergenerational mobility. 54. Ask a student to investigate and report to the class on the following: a. Trends concerning the major field of college students as contrasted with the work actually engaged in b. Trends in number of times an individual changes jobs c. Trends in number of times a worker moves from city to city	Daugherty and Madden, op. cit., p. 124 Calderwood and Fersh, op. cit., pp. 78-80 Eagleton Institute, op. cit., p. 46 MacGraw and Phelps, op. cit., pp. 404-409

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
F. Forces underlying demand for workers 1. Productivity of workers 2. Market for the good or services offered by workers	55. Make a class survey to determine the number of students with at least one parent who is an in-migrant to Wilmington. Discuss the reasons why they came. 56. Place the following statement on the chalkboard: "The American worker is more mobile than his counterpart in most other countries; he is constantly willing to move from job to job and place to place." Ask students to discuss the advantages and disadvantages of this mobility. 57. Review with students the basic economic goals. Have a discussion which relates the material in the section on "Work in an Urban Setting" to these goals. Particular attention might be paid to the goals of freedom, security, growth and efficiency.	Eagleton Institute, op. cit., pp. 245-246 Daugherty and Madden, op. cit., pp. 34-36; 327-330
IV. Urban Fiscal Problems		
A. Fiscal dilemma 1. Provision of basic civilian services by state and local government 2. Trends as we become a richer society a. Greater purchases from the private sector of the economy b. Greater demands made on the public sector for services 3. Increase in outlays by urban governments to meet increases in demands 4. Increase of urban expenditures as problems of physical obsolescence, poverty and race become locally concentrated 5. Increase in expenditures as a result of the demand	58. To help members of the class understand the fiscal dilemma of the cities, ask one student to read "What Kind of Cities Do We Want?" A report to the class should reveal reasons why cities are in dire need of funds. 59. A student should be assigned to read the article, "What Can Be Done?". Ask this student to report to the class on the problem of the local government tax structure and the costs of services provided by the city. 60. The teacher should make a reading assignment in the Eagleton Institute text. Ask students to take notes on their reading which will help to explain the "fiscal dilemma" facing cities. This reading will help students in the class discussion which is to be held in a later activity.	Iman, Raymond S. and Murphy, Robert E., The Economic Process: Inquiry and Challenge, pp. 66-70; 76-81 Eagleton Institute, op. cit.,pp. 199-200; pp. 411-412

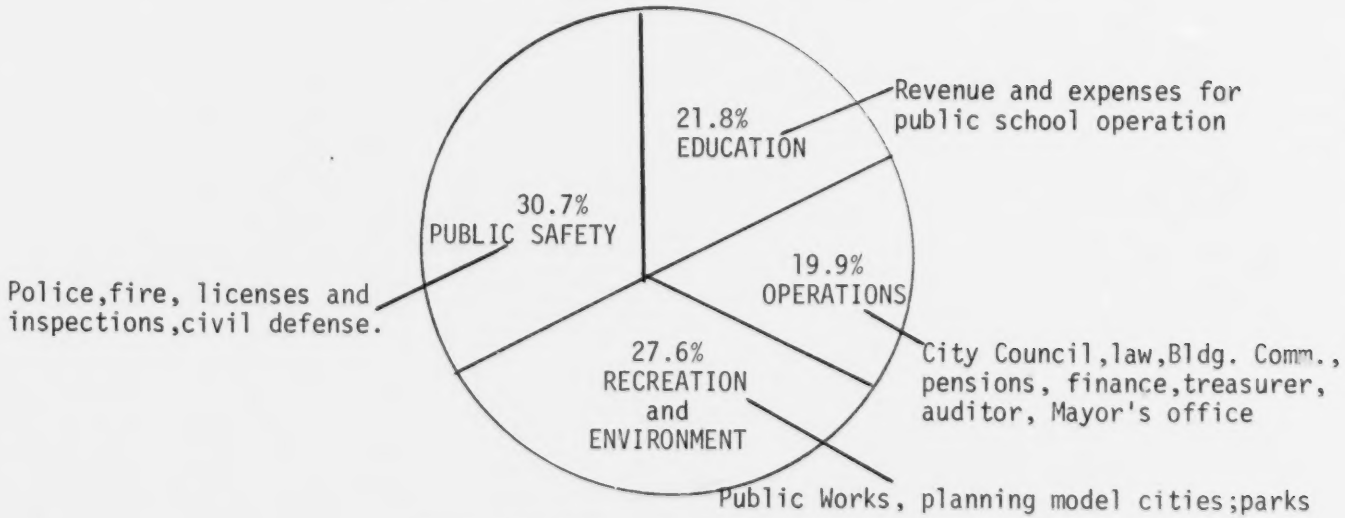
CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
5. cont. to make cities attractive for business interests and middle income investment		
6. Problems of raising revenue a. Difficulties of taxing the wealth and income of the community in fragmented metropolitan areas b. Raising of taxes causing people and businesses to move	61. The teacher should prepare a bibliography of current magazine articles which deal with financial problems of the cities. Students should be asked to read two articles and take notes, identifying the fiscal problems faced by cities. A general class discussion should result in the identification of the basic problems cities face in raising revenue and reasons why cities are in financial difficulty.	Current magazines
7. Choices faced by cities a. Disproportionately higher taxes b. Inadequate public services		
8. City poverty resulting from national and metropolitan growth trends a. Migration of the poor to the cities in search of a better life b. Movement of upper and middle classes out of cities in search of a better life		
B. Sources of municipal revenue 1. Major source: property tax 2. Municipal sales tax 3. Municipal wage tax 4. Share of state sales and gasoline tax receipts 5. Federal subsidies a. Matching funds, federal and local government b. Limited use funds: highways, education, urban renewal, etc. 6. Others	62. Present a copy of the annual financial report of the Wilmington mayor to the students. Students should compare the charts that follow with the local sources of revenue and the expenditures with those obtained in their reading in Activity No. 59 above.	Calderwood and Fersh, op. cit., pp. 244-46; pp. 358-361 Mayor's Annual Report to the People of Wilmington, Supplement of News-Journal Papers Wilmington, Delaware, February 9 and 10, 1971 Eagleton Institute, op. cit., pp. 199-200

ANNUAL BUDGET - FISCAL YEAR 1969-70
Revenue For Municipal Purposes



TOTAL RESOURCES - $18,722,848

EXPENDITURES FOR MUNICIPAL PURPOSES



TOTAL BUDGETED - $18,722,848

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
C. Services rendered by municipal governments 1. Areas of major responsibility a. Street lighting and maintenance b. Water, sewage and garbage disposal facilities c. Police and fire protection d. Parks and libraries 2. Questionable areas of responsibility a. Welfare b. Education	63. Ask two students to investigate and collect material to present to the class on the following: a. Reasons for opposition to federal financing of the schools b. Federal aid currently being received by local schools 64. The following statement is quoted from What Kind of Cities Do We Want?: "The United States is almost the only country on earth where the central government does not pay all the costs of free public education." Place this statement on the chalkboard. Refer the students to the Wilmington budget for the amount spent on education. Ask each student to list three items he believes the city should spend present educational funds for if the city could be relieved of responsibilities for education. Get the class to agree on a list of three. At this point ask the students who were assigned to the project in Activity #63 to report to the class. The teacher should ask the class to consider themselves to be legislators with the problem of voting for or against federal financing of the local schools. Before they vote,students should discuss the issues of federal financing of education with the alternative uses which could be made with local funds now spent on education. 65. To help students realize the rise in costs of services provided by cities the teacher should prepare some transparencies illustrating this change. As the rise in costs is considered it must be kept in mind that 55 million people were added to the population in the years 1945-1965. The following statistics might be used:	Reader's Guide Iman and Murphy, op. cit., pp. 68-69 Calderwood and Fersh, op. cit., p. 360

LOCAL GOVERNMENT REVENUES, EXPENDITURES AND DEBT (In billions of dollars)

	1950	1966	Increase
Revenues	11.7	41.5	+29.8
Expenditures	17.0	60.7	+43.7
Debt Outstanding	18.8	77.5	+58.7

* * * * *

STATE AND LOCAL GOVERNMENT EXPENDITURES, 1946 and 1965 (In millions of dollars)

		1946	1965
Expenditures			
	Education	3,356	28,803
	Highways	1,672	12,221
	Public welfare	1,409	6,315
	Other: police, fire, parks, sanitation, housing and urban renewal	4,591	27,447
Revenues			
	Property tax	4,986	22,918
	Sales taxes	2,986	17,118
	Income taxes (individual)	422	4,090
	Income taxes (corporation)	477	1,929
	Revenue from the federal government	855	11,029
	All other	2,661	17,257

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
D. Differences between methods of governmental and private financing 1. Allocation of resources a. Private sector: market system and competition b. Public sector: political bargaining 1' Lobbying 2' Logrolling 2. Raising of revenue a. Private sector 1' Competitive sales 2' Borrowing limited by profit possibilities and access to funds b. Public sector 1' Compulsory taxation and licensing 2' Borrowing based on legislative ceilings and political realities	66. The teacher should lead students in a brief review of the functions of an economic system as presented earlier in this unit. The following statements should be placed on the chalkboard and answered by the class in a general discussion: a. How does the private sector allocate resources? b. How does the public sector allocate resources? c. How does the private sector raise revenue? d. How does the public sector raise revenue?	Daugherty and Madden, op. cit., 228-229
	67. Have all students read These Are the Facts to review the method by which the Wilmington City Council may raise revenue. This method provides an illustration of the control of state legislatures over city methods of raising revenue.	These Are the Facts, The City of Wilmington League of Women Voters, p. 7
E. Solutions for the fiscal dilemma 1. Correcting the imbalance between fiscal needs and the capacity of urban governments to raise revenue		

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
2. Need to find new sources of revenue a. Obsolescence of property tax b. Regressive nature of sales taxes		Current newspapers Reader's Guide Maher and Symmes, op. cit., pp. 13-17
3. New approaches to sources of revenue a. Lotteries b. Federal revenue sharing c. State revenue sharing	68. Ask two students to keep a bulletin board of current newspaper clippings which discuss revenue sharing methods being used or proposed which are designed to aid local governments. These news items should be discussed at appropriate times.	
4. Difficulties of assessment	69. A student could investigate and report to the class on the current trend toward the adoption of lotteries as a source of revenue, and the effectiveness of this method.	

GLOSSARY

AGGLOMERATION: large scale organization and operation.

ALLOCATION: apportionment of resources for the satisfaction of individual and group wants.

CAPITAL: tools, machinery, factories, wealth used in production.

COMMAND ECONOMY:
an economic system in which decision-making with respect to the use of productive resources is centralized in the hands of a leader or an elite group.

"ECONOMIC BASE"OF CITIES:

collection of industries primarily responsible for producing goods and employing people.

ECONOMICS: the study of the way in which society organizes and manages the production and distribution of its scarce goods and services to satisfy human wants.

EXTERNAL ECONOMICS:
factors outside an industry's own structure.

FUNCTIONAL SPECIALIZATION:
special product or services a city produces.

LABOR: all workers who actually carry out the productive process.

LAND: all forms of natural resources.

MANAGEMENT: skill and effort needed to coordinate the other factors of production so as to facilitate peak efficiency.

MARKET ECONOMY:
an economic system in which the market is the mechanism that guides the decisions made about what goods to produce, how to produce them, and how to distribute them. Capitalism, private enterprise and mixed enterprise are other names for the market economy.

G L O S S A R Y

SCARCITY: limited supply, too small a supply to meet the needs or wants of people. A condition in which man's wants exceed the means for satisfying them. Scarcity is a basic concept in economics.

SPECIALIZATION: a system in which economic operations are broken down into specific parts. Effort is concentrated on a particular job or a particular product. Specialization is a basic concept of the economic process and fundamental to man's economic activities.

SUGGESTED EVALUATION PROCEDURES

1. Write a brief paragraph explaining the meaning of an economic institution and list three basic economic questions any economic system must answer.

2. List and explain each of the four basic factors of production.

3. List the three types of decision-making units in an economic system.

4. Enumerate the ways in which decisions are reached in economic systems and explain each briefly.

5. Distinguish between the private and public sectors of the economy.

6. Enumerate five basic goals of the American economic system and explain each in a complete sentence.

7. Cite some examples which illustrate conflicts between some of the basic goals of the American economic system.

8. Given the four major social institutions other than the economic (family, religion, government, education) explain how the economic institution affects each.

9. Given a list of observable trends in the American economic institution the student selects two and explains them in detail, citing specific examples.

10. Summarize the reasons why businesses find it economically advantageous to locate near the center of the city.

11. Write an essay describing the various factors which might cause industry to select a particular urban site.

12. Using Wilmington as an example of changes in the economic base of a city, summarize the changes that have taken place since milling formed the economic base of the city.

13. Select one of the factors which limit the trading area of a city and explain it, giving supporting evidence.

14. Explain how the market system is affected by the following: (a) power of eminent domain, (b) subsidized housing, and (c) discrimination in housing.

15. Write a brief essay explaining how large scale organization and operations (agglomeration) are consistent with man's need to economize.

16. Cite three examples of occupations which have shown major increases in the twentieth century and three which have declined sharply.

17. Describe the changing role of women as a part of the American labor force today.

18. Summarize recent trends in urban employment for Negroes.

19. List three occupational trends associated with urbanization.

20. List several disadvantages of specialization as far as the individual is concerned.

21. Write a brief essay on automation and its effects.

22. Cite evidence to show that occupational mobility has increased as a result of urbanization and industrialization.

THE EDUCATIONAL INSTITUTION

The educational institution exists in all societies although it is not always formally organized. It occupies an especially important position in the United States, the first nation in the world to attempt to make formal education available to all. Education is one of the major growth industries in this country.

The unit examines the functions of the educational institution, calling attention to the fact that many differences of opinion still exist concerning what the educational system can and should do. Various categories of educational organizations are considered before taking up the social organization of the school. The major social roles in the school are those of the teacher and the student and these are explored in some detail.

Some of the problems faced by urban school systems are analyzed as well as some ways in which these problems have been attacked. The impact of technology on the educational requirements for employment is noted as is education as a means of vertical social mobility. The student is asked to use references that provide widely differing points of view concerning such problems as school dropouts and the value of a high school diploma. Emphasis is placed on the changing nature of the curriculum and of the school organization. Resource persons for help on this unit should be readily obtainable by calling on various administrators within the system.

OBJECTIVES

By the end of this unit the student should be able to:

1. Compile a list of at least five functions of the educational system and explain his choices in a brief paragraph on each one.

2. Suggest two respects in which, in his own opinion, the educational system falls short of fulfilling its functions and give examples to support his choices.

3. Summarize the arguments for and against the following statement:
"Education is the most effective way of rising in the social class structure in this country."

4. Enumerate at least four agencies other than the school which help to socialize the young and transmit the culture.

5. Distinguish between public and private schools and between parochial and non-sectarian schools.

6. Prepare a list of the various kinds of post-secondary education available in this country.

7. Identify, either in writing, in a diagram or a cartoon, at least six different roles expected of the classroom teacher.

8. Give examples of at least four different student roles observed on the previous school day, including a short statement about each.

9. Select any two educational problems discussed in class and write an essay on each, following the procedure outlined below:

    I. Why this is a problem
    II. Origin or cause of the problem
    III. Efforts made to resolve the problem
    IV. Further steps that need to be taken

10. Given a description of a student who is about to become a dropout, suggest actions that might be taken to encourage him to stay in school.

OBJECTIVES (continued)

11. List and describe briefly at least five experimental or innovative programs undertaken by urban schools to meet their problems.

12. Compile a list of changes in the curriculum which might enable the school to function more effectively as an educative force.

13. Summarize the problems involved in the busing of students in order to achieve integration.

14. Make a list of the educational handicaps which children from disadvantaged families often have.

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
I. The Sociology of Education		
A. Functions of the educational system 1. Socialization of the young 2. Transmission of the culture 3. Development of the ability to think rationally 4. Preparation of individuals for effective citizenship in a democracy 5. Acquisition of basic skills 6. Serve the social and psychological needs of individuals a. Serve as a marriage market b. Widen circle of acquaintances of the young c. Aid emotional development d. Help instill moral and spiritual values e. Serve as a means of social mobility 7. Economic function a. Development of vocational or technical skills b. Withhold young people from the labor force	1. The teacher should prepare a bibliography of library books which contain information on the functions of the educational system. Ask students to read at least two of these books and the pages cited in Reddan and Saal. From their reading they should compile a list of the functions of the educational system. A general class discussion should be held following the reading assignment. Students should be asked to indicate in what respects they feel the educational system fails to achieve the theoretical functions of the educational system as found in their reading. They may also make suggestions concerning new functions they believe the educational system should assume.	Reddan and Saal, op. cit., pp. 15-16 School or classroom library Billingsley, op. cit., pp. 79-82 Banfield, Edward C., The Unheavenly City, Ch. 7, 132-157 Schulz, David A., Coming Up Black, pp. 158-161
	2. To help students understand the relationship between education and social mobility, ask students to read Billingsley for his interpretation. Ask two other groups of students to read Banfield and Schulz and present to the class the interpretations these two authors give to the influence of education as a means of social mobility. A lively class discussion should follow, as the authors disagree strongly concerning the relationship between education and social mobility.	Eagleton Institute, op. cit., p. 471

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
A. cont. 8. Detection and treatment of physical defects 9. Develop worthy uses of leisure time 10. Instruction for effective membership in home and society		
B. Informal educative agencies 1. The family	3. In a general class discussion ask students to make a list of the informal educational agencies which they have encountered.	
2. The mass media	4. Ask students who participate in such agencies as the following to present an informal panel or round table discussion concerning the value of such agencies as educational influences: (a) church, (b) Community Center, (c) clubs, as Junior Achievement, etc.	
	5. Conduct a survey in which students are asked to list the hours per week they spend on each of the following: a. Reading newspapers b. Reading national magazines c. Listening to the radio d. Watching television. A general discussion should follow the presentation of the results. The discussion should bring out the extent to which the mass media are being utilized as sources of information.	
	6. Hold a class discussion concerning the impact of television on our society. Students could be asked to consider the following: a. The effect on the very poor b. The effect on student homework and school achievement c. The effect on family life	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. The peer group 4. Social class	7. In recent years one of the criticisms leveled against television is that it displays violence. The teacher could ask the students to keep an account of the hours they spend watching television during a five-day period. They should also keep a record of the number of acts of violence witnessed. This activity should be followed by a discussion of the effect of television on attitudes toward violence. 8. Students should be assigned to read "Peer Group" and "Social Class" in the text cited. A class discussion about the influence of the peer group and social class should be held. The discussion might be opened with the statement: "Why I do (or do not) sit at an integrated table in the lunch room."	Eagleton Institute, op. cit.,p. 30
5. Churches 6. Community social centers 7. Clubs, etc.	9. Invite a member of the staff of any of the community centers or clubs (Kingswood Community Center, Boys' Club, etc.) to speak to the class about the programs offered by the agency.	See list of community agencies in bibliography
C. Formal educational institutions		
1. Agencies sponsoring schools a. Private schools 1' Church affiliated 2' Non-sectarian	10. A group of students might prepare a report for the class about the private schools located in the Wilmington area. This report might include the names of these schools, their enrollment, tuition costs, reasons for establishment, etc.	See "yellow pages" in the Wilmington Telephone Directory
b. Public schools 2. Categories of education available	11. Ask a student to investigate and report to the class about the number, location, and enrollment of the elementary and secondary schools in Wilmington. These could be pin pointed on a Wilmington map. The changes in enrollment in the last ten years might be included in the report.	Director of Secondary Education and Director of Eelementary Education School guidance staff

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
a. Levels 1' Elementary 2' Secondary 3' Post-secondary education b. Specialized types of education 1' Professional 2' Technical 3' Vocational 4' Liberal arts 5' On-the-job training 6' Schools for the handicapped 7' Others	12. The question of state and federal aid to private and church-affiliated schools is the cause of much controversy in the public press and in legislatures. Ask students to investigate the arguments for and against such aid. 13. Ask a member of the guidance staff of the school to speak to the class about the post-secondary educational opportunities available in the Wilmington area. 14. Invite a member of the staff of the New Castle County Vocational Technical School to speak to the class about the program of the school. Or, arrange for a field trip to this institution. Students should be encouraged to ask questions about the standards for admission. 15. The local Bureau of Internal Revenue will provide a speaker and a film about the advantages of working for the federal government. The film stresses "on-the-job training." 16. Ask all members of the class to look up "schools" in the yellow pages of the Wilmington telephone directory. They should bring to class at least three pieces of information which illustrate the variety of types of schools available.	Reader's Guide to Periodical Literature Bureau of Internal Revenue
II. Social organization of the school A. System of roles within a school building 1. The administrative staff a. The principal--the authority figure	17. Review with students the system of roles and the definition of social roles encountered in the introductory unit of the course.	Eagleton Institute, op. cit., pp. 42-43

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
b. Assistant principals c. Counselors		
2. The classroom teacher--a production worker with a variety of roles a. A professional person with specialized skill b. The "public servant" c. Employee and subordinate d. A colleague e. Follower and leader f. Disciplinarian g. Parent substitute h. Confidant i. Judge	18. Divide the class into small groups. Put the following on the chalkboard: "The classroom teacher--a production worker with a variety of roles." Ask students to list the various roles of the teacher. A class list should be compiled from the small group lists.	
3. The roles acted out by students a. Position in peer group culture: follower or leader b. Subordinate c. The athlete d. Position in social class structure e. The achiever f. The non-achiever g. The artistically talented h. The class "clown" i. The non-conformist j. The delinquent	19. The procedure suggested in the preceding activity could be used for the roles of students, the principals and counselors. Call attention to the variety of roles of each of the individuals.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
B. The program of school activities 1. Student government a. Student council b. Class officers	20. Invite the director of student activities to speak to the group about the program of school activities and the educational value of such programs.	
2. Varsity athletics 3. Cheerleaders section 4. Intramural sports 5. Clubs, etc.	21. A panel discussion by a member of the student council, a cheerleader, a class officer and a student who has been activie in varsity or intramural sports should discuss the personal and educational values of each organization for the students involved in them.	
6. Ceremonies and rituals	22. The teacher should ask students to write from memory one school cheer or the first verse of the school song. This may be difficult for many students. A general class discussion should be held which examines why school songs and cheers do or do not play an important role in the school.	
C. Community involvement in the school 1. Board of Public Education	23. Invite the president of the Home and School Assn. (or any other officer) to speak to the class about the objectives and problems of the organization as an illustration of community involvement in the school.	Home and School Association
2. Home and School Association (Parent-Teacher Association)		Seely, Gordon M., Education and Opportunity, pp. 62-78
3. Roles of pressure groups		
4. The role of the parent in problem situations	24. The school administrator who is responsible for student discipline could be asked to talk to the class about the role of the parent in problem situations. The school's home visitor or youth aid officer might be asked to talk to the class about the same subject.	School Administration Board of Education

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
5. Decentralization and school control	25. A panel of students should read the following references and present a summary of the contents to the class: a. "Is the School Board the Key?" b. "Should Parents Be in Charge?" c. "Black People Seek Control" d. "Let the Ghetto Run Its Own School" e. "Teachers Assert Their Claim to Power" f. "Student Power--For What?"	Seely, op. cit.
	26. A few students may be interested in collecting information and reporting to the class on such topics as the following: How is the Wilmington Board of Public Education chosen? What are the advantages and disadvantages of this method? How are school taxes determined? A member of the administrative staff of the Wilmington Schools might be asked to talk to the class about these questions.	
	27. Arrange for the class to attend a meeting of the Board of Education so they may see this group in action. Following the visit they should comment on the following: a. Evidence of community involvement b. Types of action taken by the Board c. Impressions concerning the effectiveness of this method of conducting school business.	
III. The problems of urban school systems A. Financing mass education: the largest industry in the United States in terms of people involved	28. The principal or other person responsible for the budget should be asked to speak to the students on the following:	School principal Assistant Superintendent for Business Affairs

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
1. Costs of the schools a. Per pupil costs b. Cost of buildings and equipment c. Cost of maintenance and protection of buildings	28. (continued) a. Per pupil costs b. Cost of buildings and equipment c. Cost of maintenance and protection of buildings d. Cost of instructional supplies e. Cost of staffing f. Cost per year of lost or destroyed books	
2. Sources of revenue for schools a. State support b. Local support c. Federal aid	29. The administrator used in the preceding activity might also explain the sources of revenue for the schools.	
	30. The Assistant Superintendent for Business Affairs might be invited to speak to the class about city-wide costs of the items mentioned in the two preceding activities, both of which dealt largely with an individual school building.	
B. The problem of educating all the children of all the people: the developing curriculum	31. A committee of students could interview a member of the staff of the following departments to determine new programs offered in the past decade: Language, Business, Mathematics, Industrial Arts, Science and Social Studies. They should report their findings to the class.	
1. The challenge of educating the academically talented		
2. Curriculum adjustments for the mass of students a. Modern languages vs. classical languages b. Business courses c. Practical mathematics d. Driver training e. Industrial arts and crafts f. Audio-visual instruction, etc.	32. The successful launching of Sputnik by the Soviet Union in 1957 caused many Americans to re-examine the American educational system. A student should investigate and report to the class about the impact of this event on education.	Time, May 24, 1971 School staff Sankowsky, Suzanne H., Sociology for High School, p. 198
	33. The Assistant Superintendent for Educational Programs may be able to visit the class to discuss the topics in this section of the content outline.	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
3. Meeting the special needs of the disadvantaged a. Need for special emphasis on basic skills b. Need for smaller teacher-pupil ratio c. Acute need for specialized materials and methods d. Need for raising the level of aspiration of students		
C. Student problems	34. A committee of students should interview the assistant principal in charge of attendance to secure some statistics concerning the extent of the problem of absence and tardiness. The committee should report to the class.	Duvall, Evelyn M., Family Development, pp. 83-86
1. Attendance 2. Discipline	35. Two student committees should be formed to plan corrective measures for the attendance and discipline problems. They should keep in mind the costs of their suggested remedies. The students may want to present their proposed solutions to the school administration as well as to the class.	
3. Dropouts	36. A student should be assigned a report on the dropout problem in the public schools in general. The student should interview local personnel (attendance officer, guidance counselors, etc.) to determine the extent of the problem in the school the student attends. Included in the report should be the major reasons for student	

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	36. (continued) dropouts. Each year the Child Development and Guidance department issues a report on the number of dropouts the previous year and the reasons for the dropouts. This report could be secured or a member of the staff of the department interviewed.	Child Guidance and Development Department
	37. The teacher should ask a student to read the section in Duvall cited above and present to the class this author's interpretation of the school dropout problem. The information from the chart which compares the dropout rate and family income should be included in the report.	
	38. Place the following statement on the chalkboard: "A boy who drops out of school to make 'quick money' with which to buy a car and date his girl thereby limits his future possibilities for vocational choice and advancement for the rest of his life." A discussion should be held with students as to the reasons why they agree or disagree with the statement. They should not offer merely opinions, but valid reasons to justify the position they take.	
4. Drugs	39. If a drug survey has been made in the school, use the information as the basis for a class discussion of the drug problem. Students should offer constructive suggestions for solutions to the problem.	
D. Staffing: special qualifications needed in an urban school	40. The Director of Personnel or his assistant should be invited to speak to the class about special qualities needed by the staff in an urban school. The school principal should be invited to discuss with the class the special qualities he looks for when staffing the school.	Director of Personnel School principal

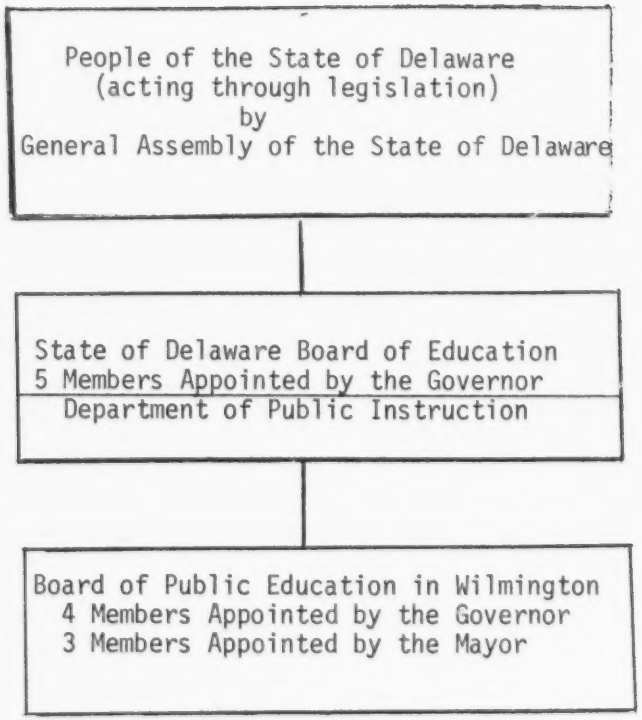
CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
E. Attacking inequalities of educational opportunity	41. The court case Brown vs. the Board of Education of Topeka has been called by many the most significant Court decision of this century. Students should read the reference cited as a preparation for a class discussion of this statement.	Eagleton Institute, op. cit., pp. 471-478; 480
1. Supreme Court decisions		Billingsley, op. cit., pp. 181-185
2. De facto segregation and housing patterns	42. Most school libraries contain filmstrips which show a history of school integration and the various Supreme Court decisions involved. These could be used and could form the basis of a class discussion of the topic.	Reader's Guide
	43. A student committee should be assigned class reports on the following topics: a. De facto segregation and housing patterns b. Recent Supreme Court decisions on busing c. Plans proposed by members of Congress to end de facto segregation	
3. Establishment of pre-school instruction	44. The government Head Start program has been considered by many to be one of the most successful of the government programs. A student should investigate this program and report to the class. He should interview the local head of the program or invite this person to speak to the class. The same procedure may be followed for the Follow Through program.	Local director of Head Start program
IV. Innovation and experimentation to meet the needs of urban schools		
A. Developments within individual schools in Wilmington	45. A student should interview the appropriate school administrator and report to the class about the variety of programs offered within the building which are designed to meet the varied needs of the student body. An organization chart of the Wilmington Public Schools is appended at the end of this unit, to be used as the teacher sees fit.	
1. Work-study programs		
2. Teacher aides		
3. Team teaching		
4. Non-graded classrooms		
5. Elective courses		
6. School-within-a school		
7. Audio-visual and technological aids		
8. Others		

CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
B. System-wide developments in Wilmington 1. The Community School 2. Evening high school (James H. Groves) 3. Adult education 4. DAPI (Delaware Adolescent Programs, Inc.) 5. Specialized reading programs 6. Howard Educational Park 7. "Academy of the Streets"	46. Directors of the following programs could be invited to speak to the class about the program their school offers: a. The Community School b. "Academy of the Streets" - (explain the nature of the plan for such a program) c. DAPI d. James H. Grove High School etc.	
	47. A student should interview the Director of the proposed Howard Educational Park to get detailed information about the nature of the project. The Director may be able to visit the class to answer questions.	Director, Howard Educational Park
	48. If the school has a reading instructor, this person should be invited to speak to the class about attempts to alleviate the reading problems of students. The work of the Reading Task Force could be investigated.	Reading specialist
C. Developments by the federal and state governments 1. OEO program (Office of Educational Opportunity) a. Head Start b. Follow Through c. Job Corps	49. The teacher should ask all students to read the article entitled "What the OEO Has Done." Students should make a list of the various ways this government agency is attacking poverty.	Leinwand, Gerald, ed., Problems of American Society: Poverty and the Poor. pp. 122-127 Ibid. pp. 129-138

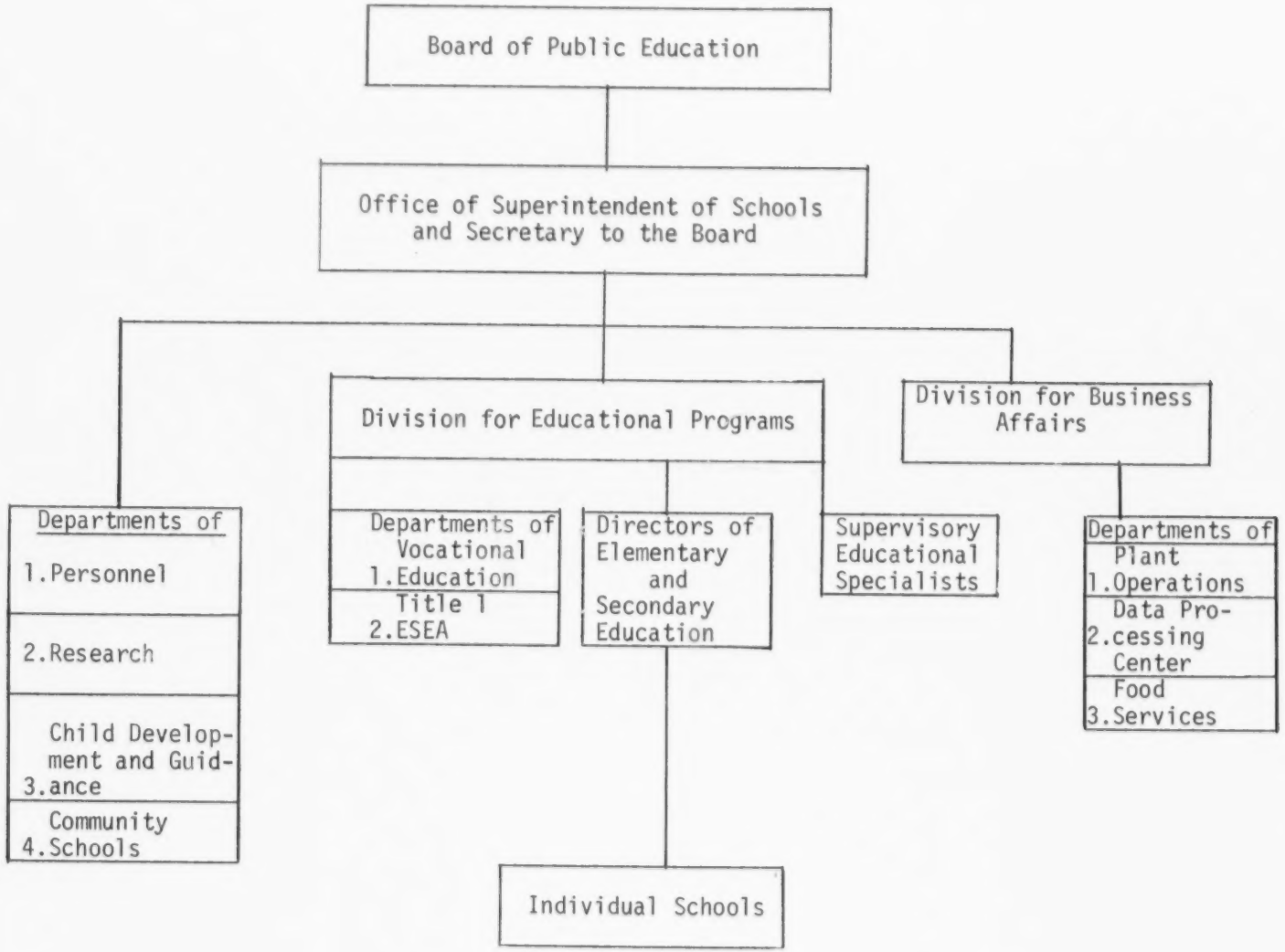
CONTENT OUTLINE	SUGGESTED ACTIVITIES	RESOURCES
	50. All students should be asked to read the article entitled "The Job Corps" in the book by Leinwand. A general discussion should follow in which the problems encountered in the Job Corps, the racial relationships of participants and the effectiveness of the Corps are considered.	Joint Council on Economics of Poverty
	51. A student should be assigned a report on the current status of the Job Corps.	Reader's Guide
2. ESEA (Elementary and Secondary Education Act,1965)	52. Two students should be assigned to investigate and report to the class about the ways the National Defense Education Act and the Elementary and Secondary Education Act have aided the school program in Wilmington.	"Elementary and Secondary Act, 1965" FR5-color filmstrip and record
3. NDEA (National Defense Education Act)	53. The filmstrip "Pathways to Progress" reviews eight school programs funded under the Elementary and Secondary Act and emphasizes audio-visual equipment and materials for instruction. It could be shown as an introduction to what is being done in other school systems.	"Pathways to Progress" FR-39 color filmstrip and record
4. Teacher Corps		
5. SB171 a. Controlled experiment on teacher aides--state sponsored b. Guidance program in the elementary school		
D. Developments in other school systems 1. Flexible scheduling 2. Independent study 3. Teacher incentive contracts 4. Merit pay for teachers 5. Performance contracting 6. Closed circuit TV 7. Information retrieval systems 8. Others	54. Several individuals in the administration of the Wilmington Schools can provide information about what is being done here and also what other school systems are doing. The individuals named can either be secured as resource persons or as persons to be interviewed by students. If they are not available they will be able to suggest others who can provide information. For example, the Assistant Superintendent for Educational Programs can provide a variety of information about this school system and others. Special information concerning Wilmington programs can be obtained from the Director of the Title I program and from the Director of Research.	

PUBLIC SCHOOLS IN WILMINGTON

I. Quasi-legislative Governing Board



II. Administrative Organization of Public Schools in Wilmington



SUGGESTED EVALUATION PROCEDURES

1. Select two major objectives of the educational system and defend the choice of each as a major objective.

2. Point out two constructive changes which might help the educational system to function more effectively.

3. Take and defend either of the following positions:
   (a) education is a major means of vertical social mobility for the disadvantaged.
   (b) the school can do very little to promote vertical social mobility for the disadvantaged.

4. Write an essay on the mass media as an agency of education. e.g., newspapers, magazines, radio, television.

5. Explain the "parochaid" controversy which has caused much public discussion.

6. Distinguish between the following specialized types of education by writing one or two complete sentences on the nature of each: professional, technical, vocational, liberal arts.

7. Cite at least two examples of conflicting roles a teacher may encounter in her work and explain why they conflict.

8. Explain why the role in which a student sees himself (self-concept) tends to be self-fulfilling in that it affects his relationships with others.

9. Prepare a chart by listing in one column at least five problems encountered by the educational institution and in the other column one attempt that has been made to resolve the problem.

10. Make a list of the reasons students you know have dropped out of school and explain how you think this dropout could have been averted.

EVALUATION PROCEDURES - continued

11. Given the following list of problems, select one and describe in detail what you think the schools might do to attack the problem:
    (a) Irregular attendance
    (b) Poor discipline
    (c) Drug use by students

12. Give arguments for and against definite course requirements in order for a student to achieve a high school diploma.

13. Write a paper supporting or attacking the practice of busing students in order to achieve integration, giving evidence to support your choice of positions.

14. Cite evidence to show that inequality of educational opportunity persists in this country in spite of our attempts at mass education.

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A PARTIAL LIST OF COMMUNITY AGENCIES

Association of Greater Wilmington Neighborhood Centers, Inc. 103 W. 7th St. (654-6181)

Boys' Club of Wilmington, Elm and Jackson Streets. (658-4514)

Boys' Home of Delaware, Inc.,Lodge Lane and River Road, Bellefonte. (762-5567)

Committee of 39, Inc.,909 Orange Street. (656-0766)

Correctional Council of Delaware, Inc.,701 Shipley Street. (658-7174)

Department of Health and Social Services. Office: 3000 Newport Gap Pike. (998-0453)
City Council Health Office, 1310 Delaware Avenue. (656-2591)
Emily P. Bissell Hospital (998-2223)

Department of Licenses and Inspection, Public Building. (658-6641)

Department of Planning and Development, Public Building. (658-6641)

Department of Public Safety, Public Building. (655-6131)

Department of Public Welfare. Business Office, 28th and Gov. Printz Blvd. (764-8180)

Department of Public Works, Public Building. (658-6641)

Downtown Wilmington, Inc., Delaware Trust Building. (658-4126)

Greater Wilmington Development Council, Inc. 701 Shipley Street (658-5263)

Mental Health Association of Delaware, 701 Shipley Street. (656-8308)

Model Cities, 1534 W. 4th Street. (658-5030 and 655-2961)

NAACP, 107 E. 9th Street. (655-0998)

New Castle County Planning Department, Engineering Building. (737-4100)

New Castle County Vocational-Technical School District
District Office: 1417 Newport Road (999-9911)

Public Defender Office, Odd Fellows Building. (658-9251)

Recreation Promotion and Services, Inc., 1307 Orange Street.
George Sargisson,Director. (658-8364)

United Neighbors For Progress, 1400 Walnut Street. (652-3079)

Urban Coalition of Metropolitan Wilmington, Inc. 407 W. 9th Street (655-2126)

Water Department, 16th and Market Streets. (658-6641)

West Side Conservation Association, Inc., 1534 W. 4th Street. (656-6567)

Wilmington City Council, Public Building. (658-6641)

Wilmignton Housing Authority, Todds Lane. (764-5831)

Wilmington Medical Center, Director of Information Services, 501 W. 14th Street.(428-2222)

Wilmington Metropolitan Area Planning Coordinating Council,
4613 Kirkwood Highway. (998-0156)

Wilmington Parking Authority, 9th and Orange Streets. (655-4442)

Young Men's Christian Association, General Offices, 11th and Washington Streets.
(656-6611)

Young Women's Christian Association, General Office, 908 King Street. (658-7161)

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